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ABSTRACT

Major U.S. corporations are committed to enlarging their investments in systematic educational reforms. This publication describes some innovative company policies and presents four case studies (Hewlett Packard, Eastman Kodak, Coopers & Lybrand, and Fannie Mae) to illustrate full corporate commitment, which means more than vast expenditures. True commitment requires mobilization of people toward meaningful, measurable, systemic change; direct involvement for chief executives; employee encouragement and empowerment; and dedication to the Business Roundtable's nine educational effectiveness components and the National Governors Association's six National Education Goals. The committed corporation has dedicated leadership, asserts its commitment at all organizational levels, creates an internal environment for facilitating employee involvement in education as a corporate priority, invests in systemic change, and leverages direct assistance to schools through employee involvement and staff training. Companies can build their commitment to strengthening American education by starting at the top, spreading the word, assigning staff to develop educational policies, mobilizing employee volunteers, using staff to leverage their investments, leading or joining a coalition, planning effectively, and being patient and persistent. Included are an executive summary and a list of 12 resource organizations and 67 corporation contacts. (MLH)

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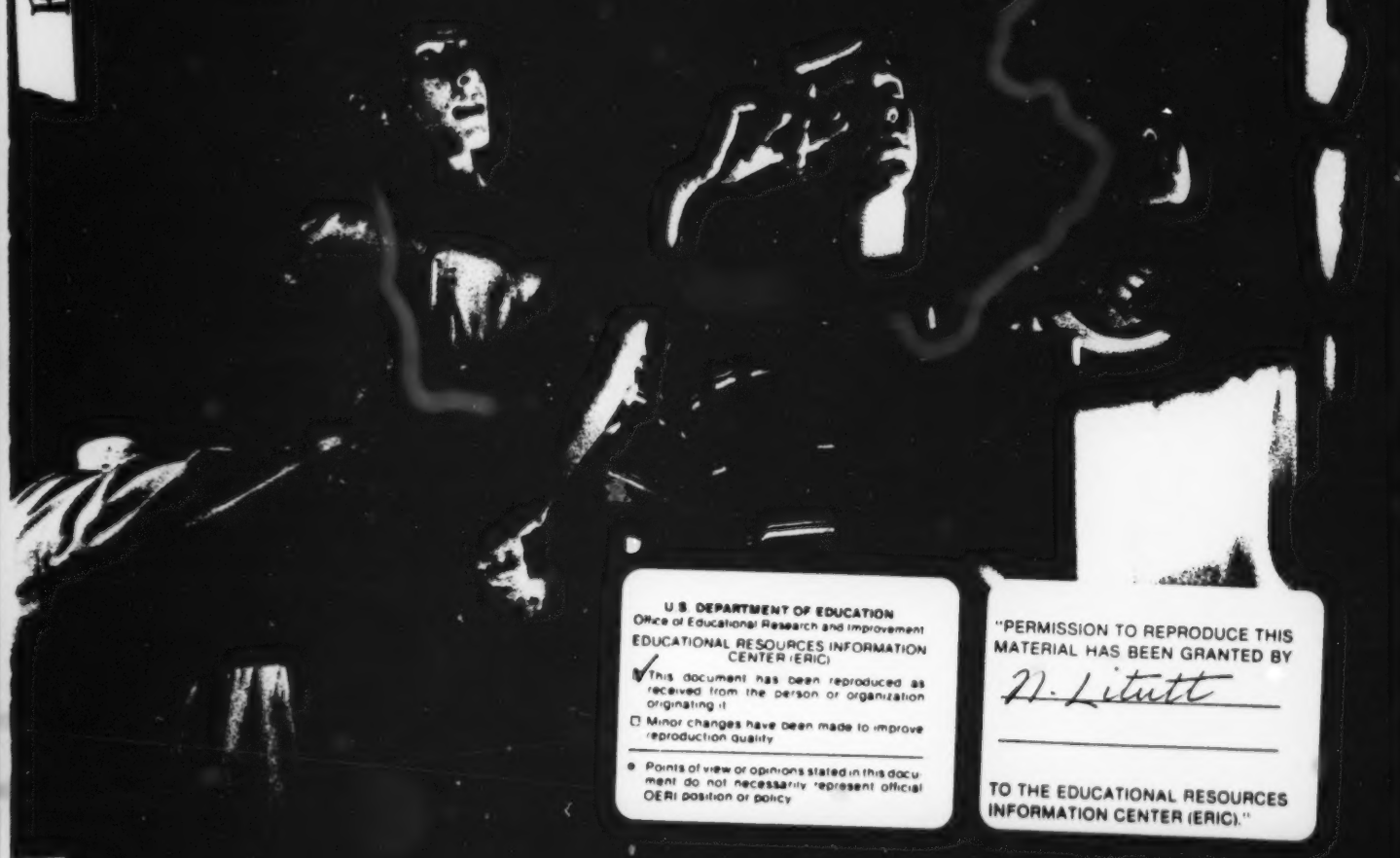

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Exemplary Corporate Policies and Practices To Improve Education

EA 024 881

BY ERIC WENTWORTH

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The Business Roundtable Education Public Policy Agenda

The Business Roundtable supports the national education goals adopted by the President and the nation's Governors. To attain these goals, it believes that a successful education system must include nine essential components that form an integrated whole:

1. A successful education system operates on four assumptions:
   - ▶ Every student can learn at significantly higher levels;
   - ▶ Every student can be taught successfully;
   - ▶ High expectations for every student are reflected in curriculum content, though instructional strategies may vary; and
   - ▶ Every student and every preschool child needs an advocate—preferably a parent.
2. A successful system is performance or outcome based.
3. A successful system uses assessment strategies as strong and rich as the outcomes.
4. A successful system rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure.
5. A successful system gives school-based staff a major role in instructional decisions.
6. A successful system emphasizes staff development.
7. A successful system provides high-quality prekindergarten programs, at least for every disadvantaged child.
8. A successful system provides health and other social services sufficient to reduce significant barriers to learning.
9. A successful system uses technology to raise student and teacher productivity and expand access to learning.

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This is a publication of the Education Task Force of The Business Roundtable, chaired by Joseph T. Gorman, Chairman and CEO, TRW Inc.

Additional information on The Business Roundtable education initiative is available from:

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Agents of Change was prepared with research assistance by Carey Macdonald.

Cover photo: a scientist at Rockwell International's Science Center in Woodland Hills, CA points out details of high-tech equipment to high school student interns.

Foreword

By Joseph T. Gorman
Chairman and Chief Executive Officer, TRW, Inc.
Chairman, The Business Roundtable Education Task Force

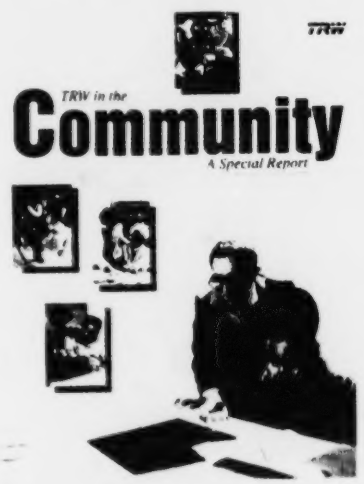
Since The Business Roundtable announced a 10-year commitment to education reform in 1989, some exciting initiatives have been developed. These efforts underscore the growing partnership between American business and the education community to improve U.S. systems of education as a means to enhance economic competitiveness.

Major U.S. corporations have committed themselves to launching or enlarging their investments of human and financial resources to achieve systemic education reform in American schools. These investments run the full gamut from support of new academic institutions, such as TRW's commitment of executive resources and $1 million to the California Academy of Math and Science, to involvement in broad efforts to attain systemwide or even statewide change.

American business is now a full partner in an unprecedented joint venture with the education establishment. Public officials from the White House, state capitals, city halls, state and local school boards, school superintendents, principals, teachers, parents, and other private citizens have joined with business leaders to tackle the enormously complex and challenging problem of creating an educational system that meets the needs of all our children, particularly those from economically disadvantaged backgrounds where the need is greatest.

Although the business community cannot and should not "run the show," we do have vitally important roles to play. Business leaders must be advocates for change in national and state legislative forums. And closer to home, in local communities where we operate and where our employees live and raise families, we can and must be agents of change.

This publication describes some of the innovative policies and practices that companies large and small have implemented. It also presents four case studies to illustrate what "corporate commitment" can mean when implemented to its fullest potential.



TRW has published this special report on its employees' volunteer activities in education and community services.

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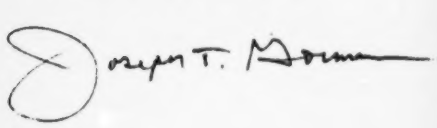
Corporate commitment involves more than spending vast sums of money. It requires a determination to mobilize people and programs in an overall strategy aimed at meaningful, measurable, systemic change. It means direct involvement by the chief executive officer and, more important, it means encouraging and empowering employees to commit themselves.

Finally, corporate commitment means making an institutional commitment to the nine points that The Business Roundtable considers essential components of an effective educational system and the six National Education Goals adopted by the National Governors Association.

I hope this publication will prompt you to review your commitment to education and to reinforce your personal involvement and that of your organization in the educational process. The stakes are very high—the future of our children and our ability to meet the challenges posed by a new global economic order—and time is running short. We must ask what more we and our companies can do and then, by all means possible, do it.



The National Education Goals

1. **By the year 2000, all children in America will start school ready to learn.**
2. **By the year 2000, the high school graduation rate will increase to at least 90 percent.**
3. **By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.**
4. **By the year 2000, U.S. students will be first in the world in science and mathematics achievement.**
5. **By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**
6. **By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.**

Introduction

All across America, corporations are committing themselves to helping strengthen the ways we educate our children. They recognize that better education offers our best hope— perhaps our only hope—for surmounting the awesome economic and social challenges that we confront as we approach a new century.

Business leaders, because of their positions and workforce needs, are deeply disturbed about our nation's educational system. They have read and heard enough about turned-off students, demoralized teachers, bogged-down bureaucrats, and dissipated resources. They have seen the impact of ill-prepared workers on their own companies' performance.

They increasingly understand what an unacceptable waste of human capital this dysfunctional system represents, and what it portends for America's future strength in the competitive global economy—and they have mobilized to do something about it. An unprecedented quest for reform is sweeping the country. Business leaders are joining parents, taxpayers, educators, school board members, and public officials at all levels to demand radical change—and to roll up their sleeves to make it happen.

Mobilization has come from the top, with the President and the nation's Governors proclaiming six national education goals in 1990. (See *The National Education Goals* on page 3.)

In 1989, The Business Roundtable announced its own 10-year education agenda. Its more than 200 members, representing some 10 million employees, spelled out nine essential components of a successful education system, and agreed to work with state and local education leaders to effect changes. (See *The Business Roundtable Education Public Policy Agenda* on the inside front cover.)

All sides sense a window of historic opportunity. If we move now, we can make important things happen. We can begin an ascent to recapture our national economic strength, social stability, domestic living standards, and global competitiveness. If we miss this opportunity, we risk a dangerous decline.

Traditionally, American business has tended to channel its support of education to colleges and universities, encouraging the preparation of new scientists, engineers and technicians, and the generation and application of new knowledge through research and development in campus laboratories.

When business has supported local K–12 schools, it has done so more for good community relations and corporate citizenship than to stir systemic change. Public utilities, banks, and other companies have sent representatives into classrooms in their service areas to discuss nutrition, energy conservation, or the rudi-

EDUCATION

MAKE IT YOUR BUSINESS

A Prospectus on Involvement in Kentucky Education Reform

The Partnership

The Partnership for Kentucky School Reform produced this flyer to generate grassroots business involvement.

Not only are students helped by the education programs of corporations such as Dow Chemical, but local teachers benefit as well. Educators across the nation have the opportunity to shadow a Dow employee or participate in internships year round.

ments of personal finance. They have conducted tours of their facilities, and given money or equipment to "adopted" schools.

Such programs, designed more to smooth waters than to rock boats, have had their benefits. They certainly have their place in the context of corporate citizenship.

But what are needed to meet today's immense challenges are long-term, corporate-wide commitments with more ambitious goals: to change the ways that students learn, teachers teach, and school systems function.

The case for corporate support of American higher education remains as compelling today as it ever was. But our colleges and universities are only as strong as the students who enroll in them. These students are only as strong as the preparation they receive in high school and before that, in elementary school. Elementary schools can only do their job effectively if children arrive at their doorways ready to learn.

So we must strengthen our education system along its entire length. To accomplish this, major changes are necessary. And in fact, the wheels have begun to turn.

The more than 200 chief executives of Business Roundtable companies have made a 10-year personal and corporate commitment to help produce systemic change in American elementary and secondary education.

They have agreed upon nine essential components which, taken together, pave the way to attaining successful schools.

And they are calling upon fellow business leaders throughout the nation to commit themselves and the companies they lead to this ambitious task.

Many corporations have taken the first steps, and more, toward commitment. Others, one after another, are crossing the starting line. This publication salutes them all.

The model for a committed corporation that this publication presents is a composite that draws upon the many activities that individual corporations have actually undertaken. It attempts to organize these richly varied activities in a coherent, flexible structure. In presenting this corporate commitment model, our purpose is inclusion, not exclusion.

The Business Roundtable wants more corporations to commit themselves to strengthening American education, and to do so in more systemic ways.

So treat this publication as a catalogue of opportunities.

It illustrates the many components of corporate commitment with actual examples of innovative policies, practices, and programs.

It profiles four corporations that are fulfilling their commitments in distinctive ways.

And it identifies corporate contacts and selected resources for your information, reference, and guidance.

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Executive Summary: A Model for Corporate Commitment

The committed corporation has committed leadership.

The chief executive's vision, personal dedication, and leadership are essential to arousing corporate-wide commitment to improve education. By what they say and do, chief executives set the course and pace. They demonstrate commitment through leading roles in national, state, or local initiatives. They voice their commitment in speeches, in testimony, in articles, in interviews.

The committed corporation asserts its commitment at all levels of the organization.

The committed corporation mobilizes its human resources to support better education through committed people at all levels, from the CEO to the maintenance worker. It creates an internal task force or working group to review existing involvements in education, develop policies, and recommend strategies to focus, prioritize, and intensify its education activities for maximum effect. It uses policy statements and reports to draw employees' attention to education issues, and to describe and explain its commitment. It assigns staff full time to plan and develop education policies and see that they are implemented.

The committed corporation creates an internal environment that facilitates employee involvement in education as a corporate priority.

It encourages employees to become committed themselves: as parents, volunteers, or simply concerned citizens. It offers them time to fulfill their commitments. It helps them improve their knowledge and skills through seminars, workshops, and access to resources and referral services. Where feasible, it offers child care and education opportunities to parents. It trains employees to be effective school volunteers. It facilitates involvement in volunteer work. It reinforces and rewards their efforts.

The committed corporation invests in systemic change and leverages direct assistance to schools with employee involvement and staff training.

It invests in projects to help improve education that provide meaningful volunteer opportunities for employees. It targets its educational involvements on projects with significant systemic outcomes. It assigns managers, professionals, or other employees to work with school counterparts to design, develop, and participate in partnerships and other innovative and educational programs. It offers education, training, and enrichment opportunities for school principals, administrators, and

teachers. It encourages and assists employees interested in switching to a second career in teaching.

The committed corporation also leverages its investments through collaboration with other businesses, government and community leaders, and with the schools themselves. Whenever appropriate, it encourages other companies that lack resources to mount their own initiatives to join collaborative activities. It defines its corporate self-interest in broad, community terms.

Finally, the committed corporation makes a long-term commitment. It recognizes that statewide school reform takes years to enact, implement and finance—and years more to benefit the students in classrooms throughout the state. Even changes undertaken in a single school district may take years to pay real dividends.

First Steps

How can your company begin or build on its own commitment to strengthen American education through systemic change?

▶ **START AT THE TOP.** Your company's chief executive must first be committed to play a strong leadership role. What the CEO says, and does, sets the course and pace for everyone else. The CEO can demonstrate commitment through taking part in national, state, or local initiatives to improve education. He or she can assert this commitment to external and internal audiences through speeches, interviews, articles, or testimony.

▶ **SPREAD THE WORD.** Assert your company's commitment through policies aimed at mobilizing employees at all levels to support better education. Assign an internal task force or working group to review existing involvements, develop policies, and recommend new strategies to focus, prioritize, and intensify education activities for maximum impact. Publish policy statements to draw employees' attention to education issues and assure them that their company is committed to addressing these issues.

▶ **STAFF UP.** Assign staff to plan and develop education policies and make sure that they are implemented.

▶ **MOBILIZE EMPLOYEE VOLUNTEERS.** Encourage and help employees to become committed themselves: as parents, volunteers, or simply concerned citizens. Give them time to fulfill their commitments. Help them increase their knowledge and skills. Train them to be better parents and more effective volunteers. Facilitate their involvement in volunteer activities. Invest in projects that offer them meaningful volunteer opportunities. Recognize and reward employees who volunteer, to reinforce their commitments.

▶ **USE STAFF TO LEVERAGE YOUR INVESTMENTS.** Assign scientists, engineers, and other employees to team up with local teachers on curriculum improvements. Assign executives to work with school officials to manage innovative partnerships. Provide management training for principals and other school leaders, or professional development and enrichment for teachers. Offer internships or part-time jobs for students.

▶ **LEAD OR JOIN A COALITION.** Collaborate with other businesses, government and community leaders, and the schools themselves. Encourage smaller companies, which lack resources to mount their own initiatives, to join yours. Make sure the collaboration includes all key stakeholders. Involve them first in organizing the collaboration, then in shaping structure and process. Seek views of many community members to ensure their "buy-in".

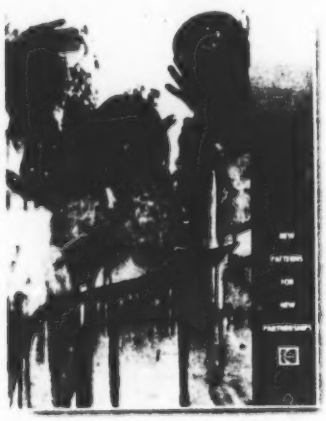
▶ **PLAN IT THROUGH.** Have a detailed implementation plan that includes project goals and objectives, components and tasks, staff and resource requirements, training needs, timeline, evaluation plan, and strategy for communicating with the community. Formalize agreements on roles and responsibilities.

▶ **BE PATIENT — AND PERSISTENT.** Recognize that you must make a long-term commitment. Statewide school reform takes years to enact, implement and finance—and years more to benefit the students in classrooms throughout the state. Changes in a local school district, or in a single school, may take years to pay off. In the final analysis, American education happens "one child at a time." So be realistic. And stay with it.

The Committed Corporation Has Committed Leadership.

The Committed Corporation has a chief executive with vision and personal commitment who exerts strong leadership on behalf of strengthening American education. By what they say and what they do, chief executives are effective advocates in the public policy arena and, within their companies, set the course and pace for those they lead. Chief executives demonstrate commitment through leadership in national, state, or local initiatives designed to change and strengthen education. They may serve on special task forces or commissions. They express their commitment in speeches, in testimony, in articles, or in interviews.

Kay R. Whitmore, president, chairman, and chief executive officer of **EASTMAN KODAK** has played a lead role with other corporate and community leaders in helping reverse a serious deterioration in the Rochester public schools. In broader arenas, Whitmore has been a founding member of the New York Governor's School and Business Alliance, chair of the National Action Council for Minorities in Engineering, a founding member of the National Center for Education and the Economy and member of its Commission on the Skills of the American Workforce, a member of The Business Roundtable's Education Task Force, and a board member of the New American Schools Development Corporation. *(See Eastman Kodak case study, page 30.)*



Eastman Kodak's full-color brochure, New Patterns for New Partnerships, *illustrates the company's many programs to improve learning.*

John F. Akers, chairman and chief executive officer of **IBM**, chaired The Business Roundtable's Education Task Force for three years and led development of its K–12 education initiative that stresses state-by-state reform, systemic change, and long-term business commitment. He has maintained IBM's tradition of strong support for education, and revitalized employee volunteerism.

Dr. James J. Renier, chairman and chief executive officer of **HONEYWELL**, has a strong interest in early childhood development issues. In March 1990 he testified in favor of expanded funding for Head Start before a House of Representatives panel. A year later, he joined four other CEOs of major corporations to support more federal spending for the Supplemental Food Program for Women Infants and Children (WIC) before the House Budget Committee. On the state level, Dr. Renier has chaired the Minnesota Business Partnership's K–12 Education Quality Task Force, which issued a March 1991 "Education Agenda for Minnesota" report that stressed young children's school readiness needs. In Minneapolis, he chaired a United Way "Success by 6" initiative designed to assure that children have been properly prepared to enter school.

IBM has packed information about its vast and varied educational involvements into this small booklet.

Hugh L. McColl Jr., president and chief executive officer of **NATIONSBANK** (**NCNB** until its merger with **C&S/SOVRAN** took effect in January 1992), has been speaking for years to Rotarians, bank customers, and other groups about the South's need for better schools and the role that business should be playing.

James Renier, chairman and CEO of Honeywell, has been a leader on early childhood issues at the local, state and national levels.

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Above: Partnership for Kentucky School Reform: (left to right) David A. Jones, Humana; John Hall, Ashland Oil; Governor Brereton Jones; Kent C. Nelson, UPS; Tom Boysen, Kentucky Commissioner of Education.

Reuben Mark, chairman, president, and chief executive officer of **COLGATE-PALMOLIVE,** has involved his company in the New York City Partnership and chairs the Partnership Youth Education and Employment Committee. Under his leadership, Colgate has taken part on many levels in rehabilitating and restructuring Wadleigh Junior High School in Harlem, which in 1986 had been tagged for closure. Mark and his wife Arlene sponsor an "I Have a Dream" class in **Eugene Lang**'s program to motivate inner-city students to finish school and attend college. Mark was a keynote speaker at *Fortune Magazine*'s 1992 Education Summit in Washington, DC.

UPS sponsors tours by this specially-decorated school bus to promote Kentucky's statewide school reform.

Business involvement in the Partnership for Kentucky School Reform has demonstrated how corporate leaders can play key roles in a statewide advocacy program. The Kentucky General Assembly, under court order to reform the state's entire public education system, enacted the 1990 Kentucky Education Reform Act (KERA). Three Business Roundtable CEOs, **Kent C. Nelson** of **UNITED PARCEL SERVICE, John R. Hall** of **ASHLAND OIL,** and **David A. Jones** of **HUMANA,** played leading roles in launching the Partnership for Kentucky School Reform—a nonpartisan coalition of influential business, civic, governmental, and educational leaders committed to assuring that the new law is successfully implemented through the entire decade despite many fiscal and political obstacles. The Partnership mobilized employers throughout the state.

Edward H. Budd, chairman and CEO of **THE TRAVELERS,** chaired the public awareness committee of the Connecticut Business for Education Coalition, which in September 1991 co-sponsored the Connecticut version of a citizen awareness campaign called "Help Wanted: Education Required." After participating in a Hartford "Key Issues" forum as part of the campaign, Budd spoke the next week at The Travelers' own 90-minute "Employees for Education" forum for some 500 employees in the headquarters cafeteria. The Travelers videotaped the forum so all employees could see it. In November 1991, the coalition's public awareness committee chaired by Budd coordinated a statewide symposium entitled "From Rhetoric To Action...Educational Excellence for Connecticut's Youth." More than 500 business people, lawmakers, teachers, other educators, and parents attended the event—which focused on the six National Education Goals.

James F. Orr III, chairman and CEO of **UNUM CORP.** in Maine, has chaired the Maine Coalition for Excellence in Education and taken part in that state's CEO/Superintendent Partnership. He speaks and writes frequently about citizen involvement in school improvement.

UNUM

Unum has published this booklet, subtitled Why We're Back in School, *to describe its education initiative.*

The Committed Corporation Asserts Its Commitment at All Levels of the Organization.

The committed corporation mobilizes its human resources to support better education through encouraging individuals at all levels, from the CEO to the maintenance worker, to get involved. It creates an internal task force or working group to review its existing involvements in education, to develop policies, and to recommend strategies to focus, prioritize, and intensify its education activities for maximum effectiveness. It uses policy statements and reports to draw employees' attention to education issues, and to describe and explain its commitment. It assigns full-time staff to plan and develop its education policies and see that they are implemented.

Stating the commitment

ROCKWELL INTERNATIONAL established an education task force to review the corporation's role in primary and secondary education. Its task force established three education goals aimed at increasing student interest and achievement in science and math, strengthening teachers' knowledge and skills, and improving teaching methods and educational processes. Rockwell also set a fourth goal "for ourselves": to boost Rockwell employees' and retirees' volunteer participation in education. "The time for action is now," Rockwell stated. The corporation established an education advisory council, co-chaired by three senior vice presidents, to coordinate activities and enhance effectiveness. And it called for each plant location to form a local education advisory committee.

Rockwell has published its education policy statement and descriptions of its activities in a handsome, unusual portfolio entitled *Emphasize Education. Rockwell's Commitment to Education.*

DOW CHEMICAL surveyed its employees on seven key education issues including national curriculum standards, competency testing, and length of the school year. It formed an education task force representing major corporate sites and operations to develop a corporate policy. And then, in a July 1990 ceremony, President and CEO **Frank P. Popoff** signed a

Frank Shrontz, chairman and CEO of **THE BOEING COMPANY**, heads his company's K–12 Education Policy Committee, comprising himself and heads of major divisions. Boeing has taken steps to focus and integrate its participation in education initiatives, and intends to be a leader in business-education partnerships in communities where it has major operations. Shrontz co-chairs "America 2000 Washington," and serves on the Governor's Council on School Reform and Funding, which is developing a comprehensive performance-based education proposal for the next Legislature. Shrontz also chairs The Washington Business Roundtable, is vice chairman of the board of the New American Schools Development Corp., and serves on The Business Roundtable's Education Task Force.

PRIMERICA Chairman and CEO **Sanford I. Weill** mobilized his corporation in 1990 to lobby for Congressional reauthorization and funding of Head Start. His corporation distributed a letter and information brochure to all its employees, encouraging them to contact their Congressional representatives and ask friends, customers and neighbors to do the same. Primerica collaborated with the **Children's Defense Fund** on a full-page advertisement in the Washington newspaper *Roll Call* and a radio/TV public service announcement. Weill and Children's Defense Fund President **Marian Wright Edelman** also co-signed a joint letter to all Senators and Congressmen urging increased Head Start funding.

Rockwell employees volunteer at the U.S. Space Camp in Huntsville, AL where student trainees witness flight simulation demonstrations. Rockwell sponsored camp attendance for 35 teachers from across America during International Space year.

special declaration committing the corporation to actively support education reform. Dow's education task force has continued as a strategy-setting and visioning panel, identifying areas where the corporation can have a positive impact on education through systemic change. It has focused on improving student learning and the professional development of educators. Among other projects, it developed criteria for a Premier Educator Award—which Dow first conferred at its May 1992 stockholders meeting.

Dow Chemical, calling education "one of the most important public issues" that corporations must tackle, documented its commitment in this brochure.

Dow Chemical's Education Declaration is a single, 17-line paragraph that stresses education's role in competitiveness and concludes with the sentence, "The results of education are long term and far reaching and so must be our commitment." In July 1991, Dow published a brochure detailing its activities entitled *Education: Dow's Commitment to the Partnership*.

JCPENNEY's Public Affairs Committee developed a long-range plan to take support of K–12 education beyond awarding grants to more direct corporate involvement. Its purpose statement reads: "JC Penney wants to be known as a company concerned about the education of our country's children—our future—by increasing our involvement in the search for and implementation of solutions to the problems that face the educational system today."

Union Carbide produced this flyer to encourage employees to get involved in mentoring students in local schools.

UNION CARBIDE Chairman and CEO **Robert D. Kennedy** set up a corporate task force on education in December 1988. The 12 task force members over a six-month period interviewed educators, researchers, and opinion leaders; conferred with local school superintendents; and sponsored a day-and-a-half Forum on Emerging Education Issues in which 15 education experts participated as presenters and panelists. The task force submitted a 70-page report calling for national initiatives on the public-policy front and encouragement of greater employee participation in local schools. Initiatives since undertaken include a school reform partnership pact with the St. Charles Parish (Louisiana) school system, corporate-wide mentoring and employee awareness programs, and establishment of a statewide business coalition for education reform in Connecticut.

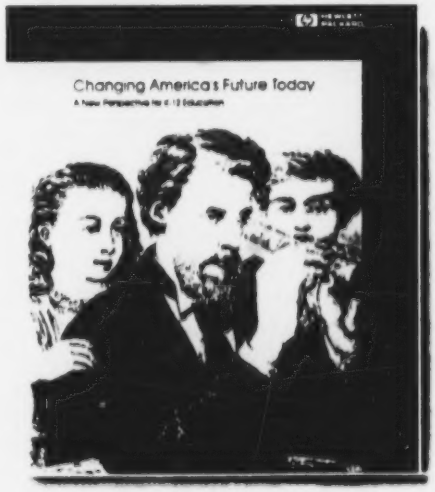
Staffing up to meet the commitment

Increasingly, corporations are hiring or assigning staff members to plan, coordinate, manage, and evaluate education initiatives. According to a 1991 survey by The Conference Board, corporations that saw themselves as "investors" in educational improvement rather than simply "contributors" were particularly likely to have staff members with these responsibilities.

A majority of the education program managers worked in the contributions or community relations departments but significant numbers were in human resources or public affairs, the Conference Board found. Many reported directly to their CEO, others to senior executives in corporate communications, public affairs, human resources, and contributions or community relations.

Some are company veterans, others newcomers. Their titles and backgrounds vary.

Bess M. Stephens, a one-time chemistry and physics teacher who had worked 10 years at **HEWLETT-PACKARD** in human resources and training, was appointed in late 1989 to a new corpo-

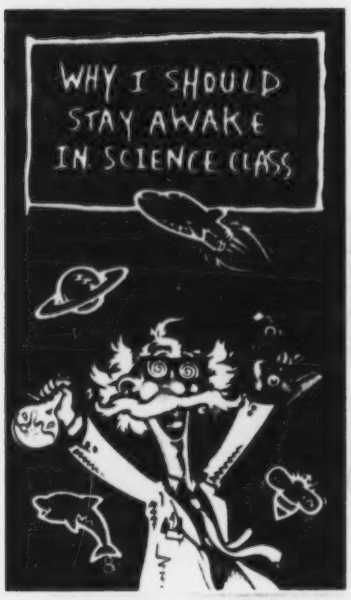


Hewlett-Packard has spelled out a highly-focused strategy, stressing science and math education, in this booklet.

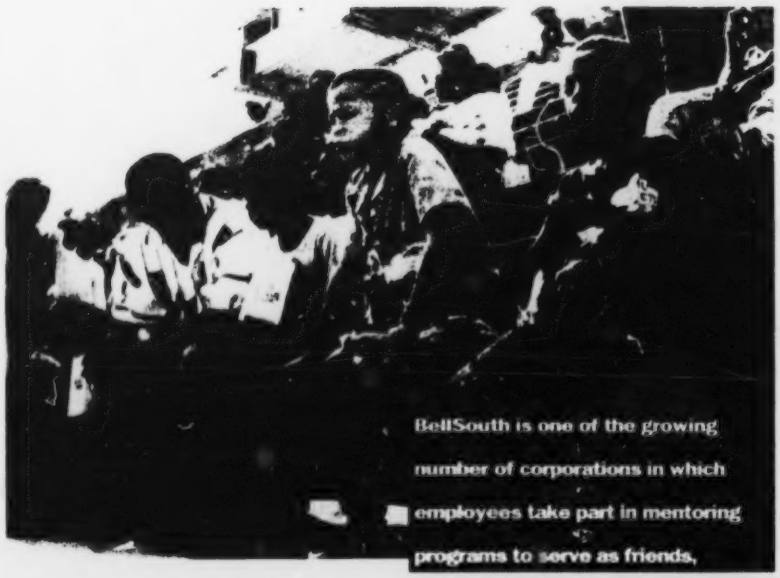
rate position of K–12 education relations manager in the government affairs department. She was given responsibility to review the company's existing education involvements and work with a corporate team to develop and recommend more focused, higher-impact initiatives. (*See Hewlett-Packard case study, page 28.*)

Valerie A. Becker was hired as **CHRYSLER CORP.**'s national education program coordinator in 1989 directly from the education community after a career as school teacher, principal, and program coordinator with expertise in educating gifted children. She works in Chrysler's communications department and reports to its director.

MERCK recruited a leading science educator, Dr. **Carlo Parravano**, from the faculty of the State University of New York at Purchase to direct its Merck Institute for Science Education and lead the company initiative to improve science instruction in grades K-8 in New Jersey and Pennsylvania. Dr. Parravano had founded and directed the Center for Mathematics and Science Education of the SUNY Purchase Westchester School Partnership. Merck's Institute will sponsor pre-service and in-service teacher development and training, operate a resource and mentoring center, and provide policy support for statewide systemic change.



Merck has been encouraging interest in science education through various channels, including this video.



BellSouth is one of the growing number of corporations in which employees take part in mentoring programs to serve as friends, advisers and role models for the next generation.

Charlotte Frank came to **MACMILLAN/MCGRAW-HILL SCHOOL PUBLISHING CO.** as vice president of research and development in 1988 after serving as executive director of the New York City Board of Education's Division of Curriculum and Instruction. She is a member of The Business Roundtable's Education Task Force Working Group. Ms. Frank designed an awards program for innovative teaching co-sponsored by Macmillan/McGraw-Hill and *Business Week* magazine in which winning teachers share their successful practices with thousands of colleagues through workshops and other networking activities. She chairs the New York Alliance of the Public Schools and the New Jersey Association of Partners in Education.

Patricia L. Willis is director of corporate and education affairs for **BELLSOUTH** Corp. as well as president and executive director of the *BellSouth Foundation*. Her department administers the company's leadership program for school principals, and has begun working with other corporate departments to develop a companywide strategy for improving education. The foundation supports education not only through grants for systemic change but through providing technical assistance to education groups and convening educators, community leaders and policymakers to address critical education issues. She had worked for the company in other capacities before taking the foundation's helm in 1986.

Dotty Luebke, director of education initiatives at **EASTMAN KODAK** since June 1989, was director of community relations and now works in the communications and public affairs department.

Kevin Healey, manager of **UNUM**'s education initiative, works in the company's corporate public involvement unit. He has 12 years' experience in human relations, and was human resources division director at Unum before his new assignment in 1991.

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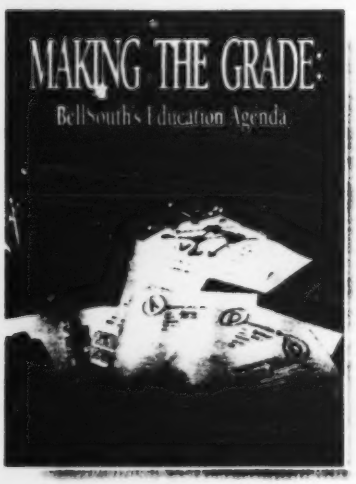
The Committed Corporation Creates an Internal Environment That Facilitates Employee Involvement in Education as a Corporate Priority.

It encourages employees to become committed themselves: as parents, volunteers, or simply concerned citizens. It offers them time to fulfill their commitments. It helps them improve their knowledge and skills through seminars, workshops, and access to resources and referral services. Where feasible, it provides on-site child care and education. It trains employees to be effective school volunteers. It facilitates their involvement in volunteer work. It reinforces and rewards their commitments.

The committed corporation encourages its employees to be committed themselves—as parents, volunteers, or simply concerned citizens.



MOTOROLA sent to every employee's home a slim, no-nonsense booklet entitled *The Crisis in American Education*. At the front was a "Dear Fellow Motorolans and Associates of Motorola" letter from **Gary L. Tooker**, president and chief operating officer, in which he wrote:

"Motorola is making a commitment to become a more responsible customer of the K–12 education system through partnerships with that system at the federal, state, and local levels. Every Motorolan...is a member of that partnership. By working together, we can make the changes that will ensure a strong future for our children, our company, and our country."

Motorola has also produced and made available to employees and others a video entitled "Mindware... Empowering Our Children for the Coming Age." The video gives a private-sector view of education issues and the role of business in school partnerships, and presents five models of successful schools.

Making the Grade: BellSouth's Education Agenda, a booklet describing **BELLSOUTH** education involvements from funded projects to school-reform legislation to employee volunteer activities, includes on the back page a section on "What you can do to help."

This BellSouth publication not only describes what the company is doing for education with its own resources but encourages its employees to get involved as individuals.

Motorola widely distributed this publication, urging all employees to "become active participants in the change process" to improve American education.

COOPERS & LYBRAND, the accounting firm, sent a package of materials in August 1989 to its 100 U.S. offices to encourage partners and staff to get involved in school activities under the firm's "Supporting Youth Education" initiative. Included was a message from the firm's then-chairman, **Pete Scanlon**, in which he called the initiative "a major firmwide undertaking—one that we should all take pride in." *(See Coopers & Lybrand case study, page 32.)*

Hugh L. McColl Jr., president and CEO of **NATIONSBANK**, announced in a November 1990 employee newsletter that he was opening a new bank—a "talent bank"—in connection with the first in a series of school partnerships. He wrote: "This company is an incredible resource to all of the communities in which it does business. I want our

communities to tap this talent bank, to use all the gifts each of you has to offer." He noted that many bank employees were school volunteers already, and he hoped the talent bank and school partnerships "will spur you to join in."

UNION CARBIDE disseminated to employees a brochure entitled *"Just One Hour a Week..."* encouraging managerial and clerical personnel alike to join Carbide's mentoring program in their local schools. The program allows them to take part in mentoring activities during school hours on paid company time. Company mentors were active in five of nine school districts surrounding corporate headquarters in Danbury, Connecticut, and in schools near its Taft, Louisiana facility.

The committed corporation offers its employees time to fulfill the commitments they make.

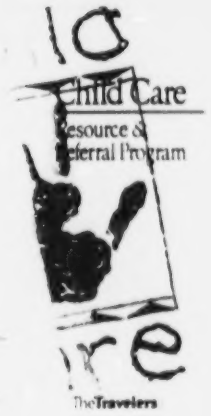
NATIONSBANK (then NCNB) announced in July 1990 that it would allow employees as much as two hours a week of paid time during working hours to attend parent-teacher conferences or take part as volunteers in school activities. *The Charlotte Observer* began its story, "NCNB Corp. is going to pay its employees to get involved in education."

Each of Knowledge lights the way for this figure on an IBM booklet cover.

IBM also allows paid time up to two hours weekly for tutoring, parental participation, or other school activities. A full 10 percent of IBM's U.S. employees volunteer in public schools.

COOPERS & LYBRAND is quite specific: it not only counts the hours that employees spend on selected youth education projects as work time, but it treats such regular work-day hours as regular time, and overtime hours as overtime. The firm also reimburses employee volunteers for some of their out-of-pocket expenses such as transportation, meals, or reading materials.

FANNIE MAE (THE FEDERAL NATIONAL MORTGAGE ASSOCIATION) grants as much as 10 hours of special leave time per month to employees engaged in mentoring activities with students at its partnership high school. *(See Fannie Mae case study, page 34.)*



The Travelers describes family care programs to employees in cheerful, bright-colored brochures.

THE TRAVELERS allows employees three days a year for volunteer service in schools or other nonprofit organizations. A flex-time work schedule gives all employees time outside core working hours for parent-teacher conferences and for other school-based and volunteer activities.

DUKE POWER allows employees 10 paid hours a year to attend school events, as well as one unpaid hour a week plus travel time for school volunteer activities.

CERIDIAN allows its employee parents 16 or more hours of unpaid leave per school year to attend conferences or take part in other school activities scheduled during work hours.

RJR NABISCO, backing up its policy of supporting employees as parents, told its business units that they "may allow parents time off to accompany students on their first day of school, as well as to attend parent-teacher conferences."

More than 400 member companies in the **AMERICAN ELECTRONICS ASSOCIATION** have committed themselves to participate in AEA's "Get Together for Kids" campaign. They grant paid time-off for employee parents to attend parent-teacher conferences involving their children.

THE COLUMBIA GAS SYSTEM, INC. offers employees up to four hours of paid "released time" per month for taking part in "an approved education improvement activity" such as tutoring, counseling, or service on school boards or advisory committees. Employee parents are allowed two hours of "released time" per semester for teacher conferences or classroom visits. Columbia Gas told its operating companies to inform local school officials of its "released time" policy, ask about opportunities for school volunteer work, and alert their employees to such opportunities.

The committed corporation helps its employees to improve their knowledge and skills as parents, school volunteers, and citizens.

It may provide seminars and workshops; resources, including publications, and referral services; and training for volunteer work. Through empowering its employees to be more effective parents, it can enrich their children's development and thus help assure that a new generation shows up at school "ready to learn."

Employee seminars and workshops

MERCK mobilized *"Employees for Excellence in Education (E²)"* to learn more about local and state education issues and how to work for improvements. The company scheduled lunchtime seminars with guest speak-

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From left: CIGNA employee Paul Gallanda quizzes pupil in company's on-site tutoring program; Rockwell International introduces youngsters to space technology; Akron students learn about the business world in GenCorp's "BEARS" program.

ers representing local, state, and national educational reform efforts.

RJR NABISCO organized a series of workshops to help concerned employees become more knowledgeable effective change agents in local schools. Topics included "What Makes One School Better than Another," and "What You Can Do To Help Your Schools Improve."

The Employee Services Department at **3M** sponsors a "Parent Education Seminars" series covering such topics as "How To Be An Education Parent" and "Surviving with Toddlers".

NATIONSBANK offers interested employees 90-minute parenting workshops either during lunch hours or after work. The workshops are also available in two 45-minute sessions.

An **AT&T** employee group calling itself Working Parents Support Network (WPSN) has been functioning since 1984 and has at least 25 chapters at worksites around the country. It holds monthly lunchtime meetings to discuss parenting issues, some with guest speakers. The group also produces a newsletter, *Working Parent*.

Beyond meeting the needs of rank-and-file workers directly, a number of corporations including **MERCK**, **IBM**, and **JOHNSON & JOHNSON** train managers to understand and cope with work/family problems among employees they supervise. Managers learn how work/family problems affect the workplace, and how effective programs can contribute to productivity.

Merck uses varied means to motivate employees and their families to strive for excellence in education. Here a poster.

Resources and referral services

While some corporations sponsor their own parenting/school programs, others take advantage of a growing number of resources.

They can sign up with **Work/Family Directions,** a Boston-based dependent-care consulting firm. The firm gives employees at many major corporations access to child-care referral and counseling services that help them find qualified child-care providers in their communities and equip them with child-care publications.

Through Work/Family Directions' "SchoolSmart" program, employee parents can phone in on a hotline for information and guidance about their child's development and education and for access to a national database for comparing school systems.

Work/Family Directions is also playing a key consulting role in the **American Business Collaboration for Quality Dependent Care.** This $25 million venture involves 109 corporations and 28 other employers in developing and supporting 300 quality dependent care programs for employees' children and elderly family members in 44 communities in 26 states. One participant, **AT&T**, had already established its own $10 million Family Care Development Fund to improve the quantity and quality of community child-care and elder-care services available to company employees.

Johnson & Johnson established its Child Development Center at corporate headquarters as part of its "Balancing Work & Family" program to help employees meet personal as well as professional responsibilities.

SOUTHERN NEW ENGLAND TELEPHONE (**SNET**) in Connecticut provides employees through its "Child Connections" program with access to an "800" number for child care referrals, counseling, seminars on parenting and education issues, and numerous audiocassettes, videotapes, and booklets. Through Blue Cross and Blue Shield, SNET also offers a parent information service called "Babytrac."

Southern New England Telephone (SNET) offers its employees a wide range of family services.

Corporations can contact **The Home and School Institute** in Washington, DC, for its "MegaSkills" program, a series of 10 workshops that assists parents in teaching their children skills and attitudes that lead to learning and achievement in school and workplace. The Institute trains leaders to conduct "MegaSkills" workshops at schools and work sites. Companies can arrange to train their own employees—as **IBM**, **ADVANCED MICRO DEVICES**, and **MOTOROLA** for example have done in Austin, Texas.

The **US WEST EDUCATION FOUNDATION** markets "Parenting for Education," an eight-hour seminar that employers can buy for employees or constituents. The foundation trains and certifies facilitators for this interactive program that empowers parents to become positively involved in their children's education. **MOTOROLA** for one uses this program in Phoenix, Arizona.

The **EDUCATIONAL PUBLISHING GROUP** (**EPG**) publishes *Education Today*, a parents newsletter that so far more than 50 corporations buy in bulk for complimentary distribution to employees—and in some cases partnership schools—as a way to engage parents more deeply in education. EPG publishes a quarterly math and science edition for companies like **MERCK** pursuing science initiatives. EPG can customize its eight-page, four-color newsletter for corporate subscribers to highlight special education initiatives. Subscribers include **FLEET FINANCIAL GROUP**, **BRISTOL-MYERS SQUIBB**, **NEW ENGLAND ELECTRIC**, and **SOUTHERN NEW ENGLAND TELEPHONE**. EPG also offers consulting services and market research for companies wanting support in developing strategic plans for their education outreach efforts.

Southern California Edison's STEP UP program includes involvement of employees as volunteers and parents in a variety of school activities.

The **NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION** operates two 800-number "Helplines" (one is bilingual) and a wide assortment of publications in Spanish and English on parent and citizen involvement, parent-teacher conferences, school-based management, how to run for a school board seat, and related topics.

On-site child care and education

Where numbers and resources permit, committed corporations have child-development programs—even schools—at the workplace.

JOHNSON & JOHNSON's Child Development Center at corporate headquarters accommodates as many as 200 children aged six weeks to six years old

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and includes a music room, computer room, "messy room," and field trips. A child-care consulting firm, Resources for Child Care Management, worked with architect I.M. Pei to design the center, and now manages it. A registered nurse is on duty to care for mildly ill children.

Eastman Kodak wants to reach all youngsters, not just the gifted or disadvantaged, from pre-school onward.

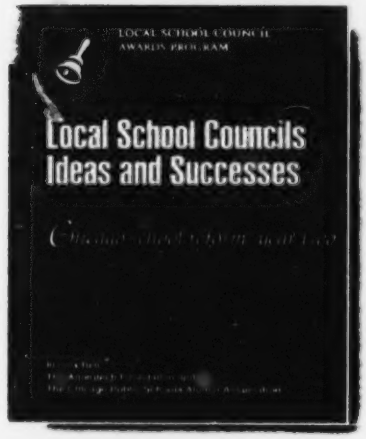
SAS INSTITUTE, a software company in North Carolina, serves 300-plus infants, toddlers, and pre-schoolers in two buildings. Parents can have lunch with their children in the employee cafeteria. The company provides a newsletter and parenting seminars. A parent advisory board and administrators of the program, based on the Montessori curriculum, meet monthly.

A **HONEYWELL** division in Clearwater, Florida developed an on-site school in partnership with the Pinellas County school system that accommodates 75 employees' children in kindergarten or first grade. Honeywell has also provided space and equipment at corporate headquarters for a small but special high school called "New Vistas" that serves young women who are pregnant or have already become mothers. The school offers not only regular high school courses but parenting classes, health and social services, and day care for the babies.

Training employees to be effective school volunteers.

For all its employee volunteers who will work in classrooms, **EASTMAN KODAK** provides not only training in teaching techniques but a special orientation program that covers school culture and environment, the stages of a child's development, and cultural diversity. Culture topics may include language usage, clothing styles, and general world perspective. Kodak's goal is to remove obstacles to direct instructional communication.

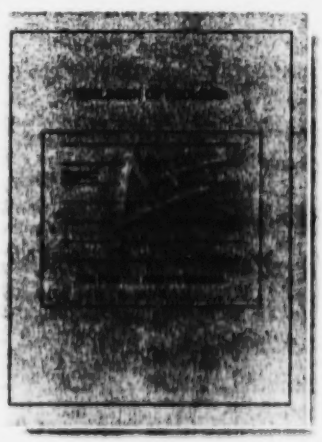
Several corporations with major operations in Chicago—among them **AMOCO**, **AT&T**, **ILLINOIS BELL**, and **CNA INSURANCE**—have encouraged employees to run for local school councils mandated by a 1988 state law for each of the city's elementary and high schools. The companies provide training for employees who seek election, and follow-up support for those elected who are serving on these councils. The **AMOCO EDUCATORS CLUB**, for one, supports its council members—and other employees, on suburban school boards—through help with public and media relations, legal advice, writing and editing services, referral services, and further training. Monthly club meetings give employees a chance to discuss successes and frustrations. CNA



Corporations in Chicago have supported employees serving on local school councils and encouraged efforts to make school reform successful.

Insurance provides comparable support for the 25 to 30 employees who have won school council seats in each of the two biennial elections so far, and allows them to attend council meetings and make periodic school visits on company time when necessary.

CHRYSLER CORP. runs forums for prospective school board members, with sessions on board member responsibilities and how to run an effective campaign.



IBM and the Austin, Texas school system have launched a major community-based coalition called "Project A+" to strengthen education throughout the system. *(See page 23).*

Facilitating employees' involvement in volunteer activities.

IBM launched a "school volunteer hotline" in the San Francisco Bay Area. Using a computer database, it provides information about local volunteer opportunities in K–12 schools for IBM employees and any other citizens.

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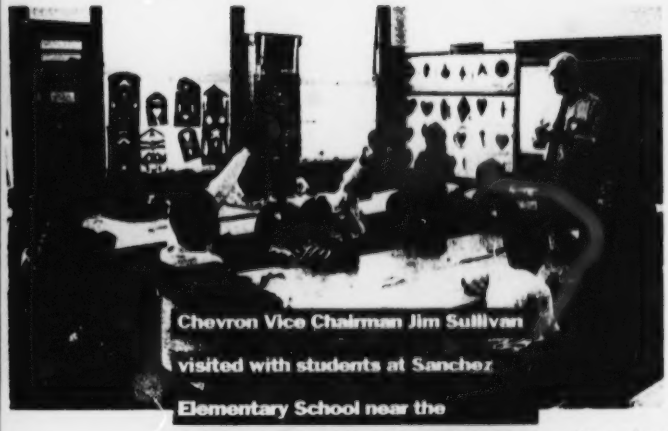

Chevron Vice Chairman Jim Sullivan visited with students at Sanchez Elementary School near the company's San Francisco headquarters during National Engineers Week. Chevron is a major supporter of Accelerated Schools Program.

CHEVRON CORPORATION's computerized "VOICE" ("Volunteer Opportunities Involving Chevron Employees") program invites requests for volunteers from schools and local nonprofit organizations, and disseminates them among employees via electronic mail. Chevron also set out to mobilize interest in business involvement in education in the San Francisco Bay Area through underwriting a year-long series of monthly articles in the *San Francisco Business Times*, a weekly newspaper for local business readers. *Business Times* also published a guide to national, state, and local organizations involved in programs aimed at strengthening education.

UNUM, at the other end of the country in Maine, has a Volunteer Data Bank to match employee volunteers with schools engaged in restructuring.

Some corporations offer incentives to promote employee volunteerism. **AETNA LIFE & CASUALTY** is credited with originating the "Dollars for Doers" program, in which its foundation provides special-need grants up to $500 to schools and other nonprofit organizations where Aetna employees volunteer.

In its "Dollars for Doers" program, the **SCOTT PAPER COMPANY FOUNDATION** contributes up to $250 to schools or other eligible nonprofit organizations where a Scott employee, retiree, or director has volunteered for 40 hours in a six-month period, or up to $500 for 80 hours or more in a calendar year.

MCGRAW-HILL's foundation provides grants up to $1,000 to PTAs, cultural and literacy groups, and other organizations in which employees have substantial ongoing involvement. Employees must be volunteering with the organizations at least 30 hours a year, and must have been involved for more than one year. The company features employees and grant-winners in its newspaper, and sends press releases to the employees' hometown paper.

AMOCO's foundation awards $1,000 grants under its "Volunteer Involvement Program."

When **CHEVRON** decided to support the Accelerated Schools Program devised by Stanford University Prof. Henry M. Levin, it picked four satellite sites in cities where it had substantial numbers of employees who could later be recruited as volunteers.

MCDONNELL DOUGLAS began a very different type of volunteer program nine years ago in St. Louis: a Homework Hotline. In the fall of 1991, the company merged its program with the **Missouri National Education Association (MNEA)**'s Homework Hotline run by retired teachers. Today, Missouri and Illinois students in grades K–12 receive homework help for math, chemistry, physics, or other subjects by phoning the Hotline on weekday evenings and talking with volunteer professionals from McDonnell Douglas—including engineers and computer programmers—others from **MONSANTO** (a co-sponsor as of Fall 1992), and retired teachers from MNEA.

The volunteers use a resource library with textbooks, teacher editions, encyclopedias, and other reference books in responding to students' calls. They don't give out answers, but instead help guide students to discover the answers for themselves and master skills necessary to understand the problem-solving process. In the partnership's first year, the volunteers received some 30,000 calls—averaging 150 to 250 per night.

Reinforcing and rewarding employees' commitments

When **GENERAL ELECTRIC** received an award for leadership in corporate public initiative at Harvard in 1990 for its program to encourage more needy students to enter college, Chairman and CEO **John F. Welch, Jr.** credited the "hundreds of GE people around the country...who conceived this idea, volunteered their time, and are making it happen."

When **GTE** produced a full-color booklet entitled *Investing in Our Future* describing its commitments of corporate resources— money and people—in education, health and human services, it dedicated the publication "to the thousands of GTE employees who tirelessly volunteer their time to improve our communities. Their efforts are an inspiration."

9RK H TLINE

How to help with homework? Giving out answers is not the answer! Volunteers help callers discover for themselves.

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COOPERS & LYBRAND makes community involvement an integral part of employees' performance evaluations. As individuals progress with the firm, their community service commitment is expected to develop. The firm's national office disseminates examples of media coverage, updates on what individual offices are doing, and other materials about community service—including school volunteer activities—to its local offices.

NEW ENGLAND ELECTRIC SYSTEM, after establishing a "family" of 13 Partnership Schools in three states, now publishes a newsletter, *The Partnership Line*, to link the partnerships and provide news articles and photos of their activities.

The Partnership Line

New England Electric

Fifth graders launch Marsville at Framingham State

Inside This Issue

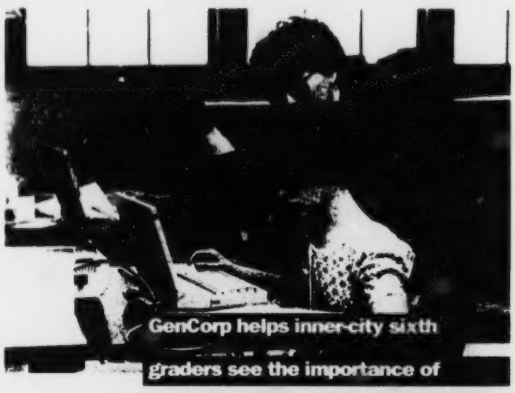
New England Electric System publishes a newsletter to reinforce employee involvement in school partnerships.

TRW has published *TRW in the Community: A Special Report*, a booklet that describes numerous employees' volunteer activities in schools and community organizations.

CHRYSLER CORPORATION's weekly employee tabloid, *Chrysler Times*, writes up Chairman **Lee Iacocca**'s speeches on education and features a regular column by **Valerie Becker**, the corporation's national education program coordinator.

The Committed Corporation Invests in Systemic Change and Leverages Direct Assistance to Schools with Employee Volunteer Involvement and Staff Training.

It invests in projects to help improve education that provide meaningful volunteer opportunities for its employees. It targets its educational involvements on projects with significant systemic outcomes. It assigns managers, professionals, or other employees to work with school counterparts to design, develop, and participate in partnerships and other innovative and educational programs. It offers education, training, and enrichment opportunities for school principals, administrators, and teachers. It encourages and assists employees interested in switching to a second career in teaching.


GenCorp helps inner-city sixth graders see the importance of finishing school and preparing for meaningful work through its "BEARS" program, in which they hold jobs in simulated "companies."

The committed corporation invests in projects to help improve education that provide meaningful volunteer opportunities for its employees.

Business-school partnerships have multiplied tremendously in recent years, stimulated not only by businesses themselves but by school administrators, parents, other community leaders, and the **National Association of Partnerships in Education (NAPE)**. Small businesses and large corporations alike have become involved. NAPE surveys the field, supplies publications and videotapes, develops models and management standards, and generally promotes the creation and development of solid programs.

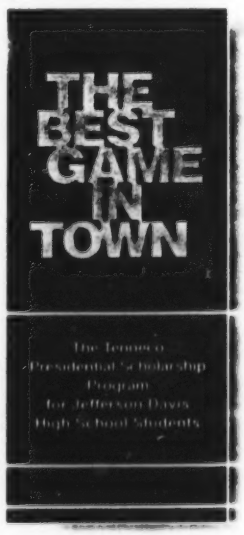
FEDERAL EXPRESS has been paired for more than a decade with Booker T. Washington High School in inner-city Memphis under an adopt-a-school program. Major features of this relationship have been "development clubs" led by Federal Express employees in subjects ranging from finance, engineering, and customer service to creative arts, secretarial science, and social responsibility. As many as 100 Federal Express

Tenneco employees work as volunteer tutors and mentors with students at Houston's Jefferson Davis High School. This partnership, begun in 1981, has become a broad collaboration.

employees on "released time" work with the school's 500 students. They serve as role models, inform and motivate them, initiate projects, take them on tours, conduct career fairs, sponsor contests, and recognize achievements.

GENCORP, in Akron, Ohio, has developed a program for 6th graders at an inner-city middle school designed to show them the relevancy between school and work, motivate them to finish school and prepare for the job market, boost self-esteem and work-ethic attitudes, learn teamwork, and increase reading skills. The program, called "BEARS" (Business-Education Alliance to Reach Schools) involves placing class members into three "companies", in which each has a job (president, data entry specialist, and new product manager, for example), and puts them to work under guidance of company advisers and teachers. Students are paid in "BEAR Bucks" that they can spend to buy t-shirts, tennis balls, watches, jackets and other products from a catalogue.

Tenneco Presidential Scholarships have spurred students to finish high school and enter college at a much higher rate.



At the end of the program, students present annual reports summarizing their activities. GenCorp's president and school system representatives judge the presentations. **Rebecca Gilliam**, GenCorp director of equal opportunity and affirmative action, is writing a "how to" manual so the project can be replicated.

KROGER developed a program in an inner-city Cincinnati elementary school in which it installed a miniature supermarket in a vacant classroom and equipped it with shelves stocked with some 500 basic products (no candy or gum) and two cash registers. Students "shop" with points (worth up to $9 a week) earned for attendance, good behavior and academic improvement. While Kroger volunteers supervise, the older students stock shelves, price products, run cash registers, and provide security. Sixth graders help younger "shoppers" keep track of their expenditures. Parents approve their shopping lists.

In East Hartford, **UNITED TECHNOLOGIES' PRATT & WHITNEY DIVISION** enlisted 18 volunteers from its engineering department to serve as professional advisors to 22 advanced math and science students in 10th and 11th grades at East Hartford High School. The engineers received work-release time. They provided the students with broad information about math-science careers and appropriate college studies. The corporation brought high school teachers with the students to visit its facilities so they could learn about job skills related to their subjects and thus be able to teach more realistically and effectively.

Partnerships can evolve into broader endeavors. In **TENNECO**'s relationship with Jefferson Davis High School near downtown Houston dating back to 1981, employee volunteering in mentoring and tutoring has long been a mainstay. In 1989, the company went further—helping create an education collaborative in which the University of Houston-Downtown, the Metropolitan Organization (a coalition of 60 local churches), and Communities in Schools (a social-services program) are now also involved in joint efforts to help more students graduate from Davis and attend college. The centerpiece is Tenneco's Presidential Scholarship program, which guarantees $1,000-a-year college scholarships to students who maintain satisfactory grades in core courses, take three years of math, and complete two summer sessions (or the equivalent) at university-based institutes. In 1992, 100 graduating seniors qualified for the scholarships—nearly four times the school's historical college-going rate. The collaborative has won several national awards.

KMART CORPORATION is also collaborating with a university—to help a projected 300 juniors and seniors at several inner-city St. Louis high schools. In the KEY (Kmart Employment for Youth) Work Force 2000 program, Kmart and the University of Missouri-St. Louis provide employment readiness training, work opportunities in Kmart stores starting with part-time entry-level jobs,

John Jernegan

David Ball

From left: Irv Bailey, chairman and president of Capital Holding, teaches class; IBM Manager Mary Ann Carr takes part in a parent/student leadership conference for MESA (Mathematics, Engineering and Science Achievement); Pacific Gas & Electric Executive VP James D. Shiffer shows MESA students around the Diablo Canyon Power Plant.

follow-up training, and— for outstanding participants— scholarships to the university for up to $1,000 a year. Employment readiness training covers topics from resume-writing and job-interviewing to customer relations, retail math, and inventory control.

In Cincinnati, **PROCTER & GAMBLE** President **John E. Pepper** is co-chair of the Cincinnati Youth Collaborative which has launched a variety of education projects involving hundreds of mentors, tutors, and other volunteers. A number of local businesses help support the Collaborative. P&G has also been actively involved since 1987 in Project Aspire—a partnership with Woodward High School and its mostly minority 1,000 students. Project Aspire began as a mentoring project aimed at dropout prevention, with more than 100 P&G employees volunteering in the first year. It has expanded to include career counseling, tutoring, and other services, and works with all students seeking help. Volunteers from other sources are now involved as well.

Project Aspire, Procter & Gamble partnership with a high school in Cincinnati, has expanded from dropout prevention to broader services.

The committed corporation today targets its educational involvements on projects with significant systemic outcomes.

As the need to change and strengthen American education becomes a compelling national priority, business leaders and educators are looking at partnerships as vehicles for systemic change—not simply exercises in good corporate citizenship.

Partnerships are becoming more managed, more complex, more outcomes-oriented—more "business-like." Companies initiate or involve themselves in innovative projects with the care and attention they devote to new products or services. They select projects that promise important, measurable outcomes. Organizers design projects as potential models to be replicated elsewhere.

New partnerships may also involve more players: clusters of schools, even entire school systems, and broader business and community representation. **HEWLETT-PACKARD** acknowledged that in the past it "did most of its work with schools as an individual company. Our new strategy emphasizes working collaboratively with other companies and foundations on synergistic programs. We refer to this as our 'open systems approach'."

Project management concerns infuse a 10-year "model school reform partnership" which **UNION CARBIDE**, its foundation, and the St. Charles, Louisiana school system signed in October 1991. The school system agreed to build community support for the project's "vision" (based on The Business Roundtable's nine components for success). It also agreed to develop: performance-based outcomes and means to assess them for the system and individual schools; site-based management for individual schools; a system of rewards and "corrective actions" for individual schools based on their outcomes performance; and a system of fiscal accountability.

Union Carbide will help the school system muster community support for change; provide staff for developing strategy, and counseling and support

for communicating goals, needs, methods, and procedures; and support the school system's strategic plan by disseminating statements to its employees and the community. The foundation will commit up to $150,000 a year over 10 years.

TRW has played key roles in launching the California Academy of Mathematics and Sciences (CAMS), a specialized high school on the campus of California State University, Dominguez Hills. **Dale Van Natta**, civic and community affairs director for TRW's space and defense sector at the time, led the development of CAMS from concept to operations, and mobilized broad corporate backing. The TRW Foundation with a pledge of $1 million over 10 years leads an extensive list of companies and foundations that support CAMS with cash and equipment contributions. Industry sources provide about 30 percent of the innovative school's total operating budget.

Some 38 TRW employees are among a total of 150 mentors at the academy. One, a TRW engineer and programmer analyst, also teaches a computer programming class; another—a retired TRW engineer—is studying for a credential so that he can teach too. A senior TRW executive serves on the CAMS Operations Board. Other company employees serve as speakers, tutors, and technical advisers.

CAMS, entering its third year, offers an interdisciplinary curriculum to students in the top 25-30 percent of their class who are selected primarily for their potential, motivation, and demonstrated interest in math and science. The student body is about half female, and its racial and ethnic diversity reflect student demographics in the surrounding area. The students—about 125 per grade level—can use various university facilities, take two college-freshman courses as electives in their junior and senior years, and graduate qualified to be college sophomores.

TRW sees CAMS as a promising model for business-education collaborations to strengthen math and science education.

CIGNA company employee Jennifer Eichfeld and third-grader Shanyah McCormick play Math Blaster, an educational computer game, at the kickoff of the second year of the CIGNA/Dunbar On-Site Tutoring Project.

CONTINENTAL BANK in Chicago and Orr Community Academy High School initiated a partnership in 1989 called the Orr School Network, involving the bank, Orr, and its 12 "feeder" elementary schools. The project's goal is to apply a community approach to school improvement, connecting the schools with each other and with the educational, cultural, and social-service resources of the city. The bank provides funding and serves as a "resource broker" for the project, and bank representatives meet monthly with the principals. More than 20 programs emphasize staff development, parent involvement, and community building. Bank employees volunteer as mentors and academic "coaches."

In a project of comparable scope in Philadelphia, **CIGNA** developed a Neighborhood School Partnership with five schools in a South Philadelphia neighborhood that represent a "feeder" system from pre-kindergarten through high school. CIGNA's Foundation committed $1.5 million over three years. CIGNA recruited more than 200 employees and retirees to volunteer their time as mentors, tutors, field-trip chaperones, class presenters, and advisers to teachers and administrators on school operations.

In CIGNA's related "Learning, Friends and Fun" project, 90 CIGNA employees were tutoring second, third and fourth graders one hour a week on CIGNA premises. The CIGNA employees, trained by the Philadelphia YMCA staff and guided during tutoring by a classroom teacher, were assigned two to each pupil to assure that at least one tutor would be available each week. This effort was an extension of CIGNA's "My Friend Taught Me" reading and math tutoring program that involves some 350 employees in Hartford, Connecticut.

IBM has 12 partnerships with schools in California's Santa Clara County, where many of its employees live and raise families. It commits senior managers to work with senior school administrators for each school partnership. Schools also assign liaisons. IBM assigns employees to teach particular classes, judge science fairs, and engage in other activities. IBM allows employees up to two hours a week in paid

worktime for mentoring, tutoring, and other volunteer activities.

More ambitious has been IBM's collaboration with the Austin, Texas School District in mounting "Project A+", a 10-year venture dating back to early 1980 when a small group of IBM managers and school district officials began exploring possible approaches to improving the quality of Austin's schools. Soon seven "momentum teams" set out to develop strategies for dropout prevention, use of technology, curriculum reform, school-based management, and links with higher education, and to develop overall strategic planning and build community involvement and support. The work of these teams involved hundreds of community and business leaders, parents, teachers and students.

Early accomplishments included introducing the "MegaSkills" program in 48 of Austin's 65 elementary schools, establishing technology demonstration programs at four elementary schools, and establishing school-based "improvement" programs at another 16 schools.

The GENERAL ELECTRIC FOUNDATION's College Bound program targets high school students, with a goal of doubling the number of college-bound students from selected low-income and inner city schools and assuring their success once in college. General Electric relies on volunteers from its Elfun Society, a community service organization comprising 33,000 middle and upper-middle managers with chapters in U.S. and Canadian cities where GE is a major employer. Elfun chapters have developed school partnerships in recent years in more than 40 cities.

Community leaders from all quarters have joined forces to seek major reforms and restructuring of the vast Los Angeles school system through LEARN.

For College Bound, the GE Foundation invites selected school districts which have schools with poor college-going rates but turnaround potential to submit proposals for grants up to $1 million for three to five years. The grants pay for training, enrichment, and curriculum development opportunities for teachers; SAT prep classes; college visits; "after-school academies;" parent programs; scholarships; cultural activities, and the like. Students and parents sign "contracts" agreeing to meet school attendance and achievement criteria. GE managers work as volunteers on advisory committees, help write new curricula, and serve as mentors and role models for the students. GE has stressed program evaluation, retaining the Rand Corp. to provide continuous monitoring of the first 10 sites.

General Electric's College Bound program supports selected high schools to double rates of students who all proceed into higher education.

Possibly the broadest and most ambitious collaboration so far is **LEARN (Los Angeles Educational Alliance for Restructuring Now)**, a privately financed coalition of civic leaders and other representatives of that diverse city's business, labor, academic, educational, religious, and social advocacy constituencies. Its goal is to build an agenda for the reform and restructuring of Los Angeles schools and then mobilize the community behind implementing this agenda at all levels of government, starting with the Los Angeles Board of Education. Key agenda proposals cover school-based management and accountability; greater parent involvement; training for teachers, principals, and others involved in education; strengthening the curriculum; effective involvement of health and social services; improving school facilities and environments, and fiscal restructuring.

Robert E. Wycoff, president and chief operating officer of ARCO who also chairs the California Business Roundtable, is chair of LEARN and heads its 15-member Executive Working Group. LEARN has engaged more than 600 community leaders—as

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members of its "Council of Trustees"—in task force work and other activities. A former speaker pro tempore of the California State Assembly, Mike Roos, heads its five-person core staff whose work is augmented by consultants and volunteers. To ensure effective communications, LEARN publishes *Learning Curve*, a newsletter, and also produces generic speeches, news releases, and "Tell-a-Friend" letters for use by community leaders and groups.

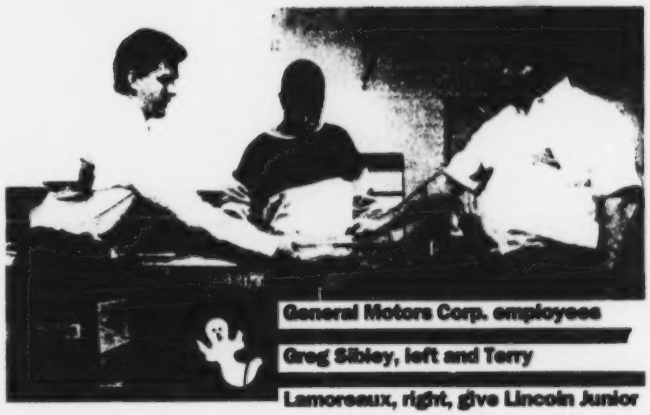
The committed corporation assigns managers, professionals, or other employees to work with school counterparts to design, develop, and participate in partnerships and other innovative educational programs.

IBM, under its Faculty Loan Program, places employees on leave with full pay and benefits to work with schools and colleges serving minority or disabled students. IBM loaned 17 professionals over a three-year period to participate in the MESA (Mathematics Engineering Science Achievement) program in California. MESA helps promising minority students enter and successfully complete college preparatory programs and go on to attain college degrees.

A **HEWLETT-PACKARD** employee on full-time "loan" has directed the East Side Academies program in San Jose, California, which targets potential dropouts and encourages them to enter a special high school electronics program.

CHEVRON loaned an executive for four months to the Contra Costa County education office to help develop a school volunteer program.

XEROX has loaned one executive to serve as corporate secretary of the New American Schools Development Corp. It loaned two executives with particular skills in TQM (Total Quality Management) and human resources to the Center for Education and the Economy in Rochester, NY, where they have worked on adapting the TQM process for use in education environments. And it loaned another executive to the State of Texas to introduce TQM to state offices including those responsible for school administration. In addition, Xerox employees acting independently have worked on introducing TQM elements to individual schools and local school systems.



General Motors Corp. employees Greg Sibley, left and Terry Lamoreaux, right, give Lincoln Junior High School student Tyrone Pope a demonstration in engineering physics.

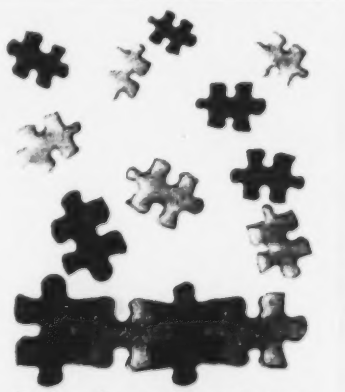
AMOCO scientists played key roles a few years ago in helping the Tulsa, Oklahoma school system enrich its elementary-school science curriculum and boost the test scores of fourth and fifth graders. The scientists developed the new curriculum, acquired equipment for lab experiments, and trained teachers and community volunteers.

CAPITAL HOLDING CORP., a Louisville, Kentucky-based life insurance and financial services company, has worked with the Jefferson County school system to develop a year-long, 11th grade elective in which students learn computing, problem-solving, and decision-making skills plus knowledge of economics, real-world business operations, and the American work ethic. Project Enterprise at Pleasure Ridge Park High School teaches students everything from entrepreneurship to corporate law, niche marketing, actuarial data, and resume-writing and interviewing skills. More than 50 executives including the CEO volunteer each year to team-teach the course with the high school instructor.

Students also learn corporate social responsibility through working with employees in the company volunteer program, aiding the homeless, or performing other community service.

The company offers the students paid summer internships after completing the course, and awards a four-year college scholarship to one outstanding student.

Capital Holding has added a program for sixth, seventh, and eighth graders at one of the high school's "feeder"



Schools and business together as partners

This cover design for a Capital Holding folder illustrates the spirit of joint business-education activities.

schools. Company employees and the 11th graders teach younger students business basics and social responsibility.

GENERAL MOTORS has developed "Explore the Possibilities," a program to encourage junior high school students, especially minorities and young women, to study more math and science and consider careers in engineering and skilled trades.

The program includes 12 instructional modules, six each in science and math, for junior high and middle-school teachers to use as supplements in their math and physical science classes. The modules relate what students learn in math and science with what engineers and skilled tradespeople apply in their work.

GM assigned engineers and skilled tradespeople to serve as subject-matter specialists in partnership with educators and consultants to design the modules. Teachers who will use the materials receive six days of training, and GM engineers and skilled tradespeople lead the teachers on extensive tours of local GM plants. The tours link the content of the modules with the actual workplace.

The company set a 1992-93 goal of "rolling out" the program through partnerships with schools in its 10 largest plant cities. It has developed a handy "implementation manual" that includes a sample letter to parents, recommended room layouts for teacher training sessions, and other specifics. GM believes that "Explore the Possibilities" with its implementation process has great potential as a model for corporations in other industries to use for launching programs of their own.

The committed corporation offers education, training, and enrichment opportunities for school principals, administrators, and teachers.

BELLSOUTH has adapted its executive leadership training program for managers into a Principal Leadership Program for school principals that can help strengthen school-based management. This 5-1/2-day expenses-paid program, conducted in Asheville, North Carolina, teaches group dynamics, team-based problem solving, and leadership skills via workshops, seminars and outdoor activities. It features the "Excellent Principal Inventory," a confidential survey asking a principal's associates for feedback on personal strengths and weaknesses. Independent consultants interpret survey results to help the principal become more effective. Educators and company managers often participate in workshops side by side. The company has added a two-day follow-up program.

BOEING has helped the Washington State School Directors Association launch a program for local educators to develop strategic planning processes for restructuring and improving educational systems and programs. A trained two-person team — an educator and a retired business executive in the Executive Service Corps — leads a local planning team of school board members, administrators, teachers, and business and community representatives through a strategic planning process in four meetings. The local school system develops goals and objectives, a strategic plan to achieve the goals, a process to evaluate results, and procedures for reviewing and modifying the goals and plan. Boeing has brought the strategic planning program to the attention of school directors associations in Pennsylvania and other states. Pennsylvania educators began using it this year.

TEXAS INSTRUMENTS has opened up its TQM training sessions to educators: principals, other school administrators, school board members, teachers, and counselors plus college administrators and faculty members. As of October 1992, more than 250 have attended.

CHEVRON put a group of Contra Costa County principals, assistant superintendents, program directors, and teachers through a six-day "Quality Improvement" training course.

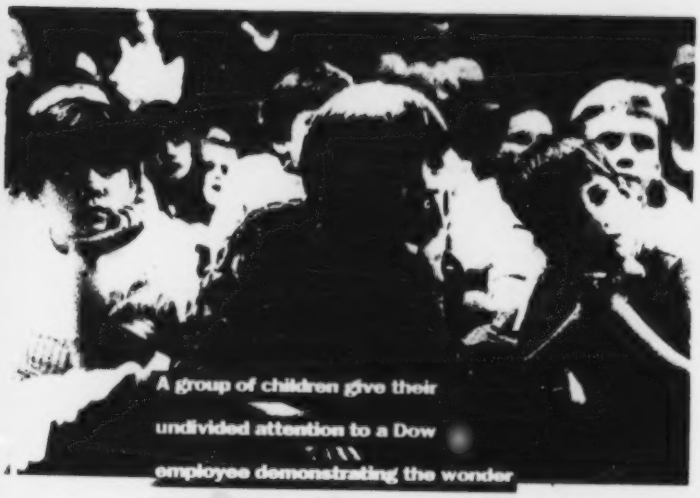
As part of its "JCPenney High Performance Schools Project" in Fort Worth, **JCPENNEY** invites school administrators to attend some of its regular management training programs for employees, and also tailors training sessions just for the educators. Managers of the direct broadcast system that JCPenney uses for employee teleconferencing offer assistance to those who manage the school system's cable network. And store managers and school principals take turns "shadowing" each other at their respective workplaces.

POLAROID's Project Bridge offers full-year internships with the company for local teachers of chemistry, physics, computer science, accounting, advanced mathematics, or statistics. The company pays their regular salary. Each teacher works out an

Polaroid provides company internships for local teachers, who then apply what they learn back in their classrooms.

WSSDA

Washington State School Directors' Association



A group of children give their undivided attention to a Dow employee demonstrating the wonder of science. Dow's goal is to reach students and pupils as early as kindergarten and to involve them with science and technology.

The committed corporation encourages and assists employees interested in switching to a second career in teaching.

agreement with a Polaroid manager and supervisor and school system representatives. Several teachers participate each year, with as many as seven applications for each internship.

The project helps teachers grasp industrial applications of their subjects and use this knowledge back in the classroom to strengthen curricula and stimulate students' interests. They gain an appreciation of how industry employees work in teams and interdependent groups, and thus put more classroom stress on group work skills. They also gain more self-confidence, and a new willingness to take risks.

Polaroid benefits from the teaching skills and subject knowledge that interns apply to the company's work. Polaroid managers learn respect for teachers and appreciation of the school cultures in which they toil.

DUPONT for years has sponsored a summer honors workshop at its Experimental Station where 20 top high school science teachers have the chance to learn the latest in polymer technology and biotechnology and earn continuing education credits. More than 50 Dupont scientists and technicians conduct the workshop.

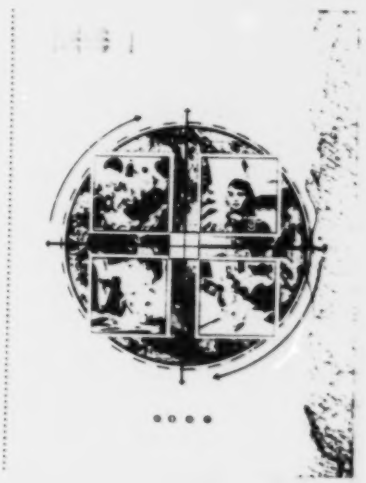
DOW CHEMICAL is among corporations offering teachers summer internships for eight or more weeks. Working with Dow scientists, the teachers learn about current research and have opportunities to develop classroom materials for use back in their schools.

POLAROID's Project Bridge has helped employees explore their interests in teaching careers as well as providing year-long, paid internships for experienced teachers. Its "Career Transition" program offers employees time off from work to explore teaching through a seminar offered by Lesley College. If an employee wants to pursue a second career, Polaroid pays his or her base salary, benefits, and full tuition while the employee pursues a master's degree and teacher certification via a local college. Recently, however, tight local school budgets and less turnover have meant few teaching vacancies, so Polaroid employees have been at least temporarily discouraged from applying.

DIGITAL EQUIPMENT, also in Massachusetts, launched an "Engineers into Education" program helping engineers shift into teaching careers in engineering, math, science, or computer science. To be eligible, they need a bachelor's degree in the relevant field, and at least seven years on Digital's payroll with satisfactory work evaluations. The corporation provides one year's salary, a year's worth of insurance benefits, and substantial subsidies for tuition, books, and lab fees. More than 200 employees have entered the program in the past two years, with placements in elementary, middle, and high schools as well as in postsecondary institutions.

AT&T launched a "transition to teaching" program in November 1989. Originally for retirees, the program has been extended to anyone at risk of job loss during corporate downsizing. The program reimburses employees up to $3,000 in expenses toward acquiring elementary or secondary school teaching credentials.

CHEVRON's "Encore" program is another effort to help employees affected by corporate downsizing, and retirees, to move into teaching. Originally targeted on high school science and math teaching, "Encore" now covers potential teachers for any subjects at any school levels. Individuals can get up to $4,000 to cover college tuition and expenses, and a $1,000 incentive bonus if they finish required courses and obtain a teaching job. Chevron pays $750 to any school that hires a Chevron "alumnus," to cover a faculty mentor, conferences, and other expenses.



The MESA (Mathematics, Engineering and Science Achievement) program has helped thousands of minority students embark on and succeed in math-based study programs from third grade through college.

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Four Case Studies of Committed Corporations in Action

While many companies have invested in policies, programs, and practices that meet one or more components of the committed corporation model, a growing number have made more comprehensive commitments.

What follows are case studies of four firms—varying in scale and representing a variety of industries—that have institutionalized a systemic approach to educational reform. If they share any common denominators, it is their adoption of coherent, focused strategies and their mobilization of multiple corporate resources to carry out these strategies.

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One ambitious project is a three-year, million-dollar initiative in collaboration with the National Sciences Resources Center. Its objective is to implement a new "hands-on" science curriculum designed to make science exciting for youngsters in grades K–6. The project includes assigning a Hewlett-Packard scientist to work with implementation teams in nine school districts where the company has sites.

Hewlett-Packard

John A. Young, *President & CEO (retired)*

HEWLETT-PACKARD, the California-based electronics company with some 91,000 employees worldwide, has developed and is implementing a highly-focused, results-oriented strategy to effect systemic change in education.

Its activities start at the top, with support of the six national goals set forth by the President and the nation's governors.

Hewlett-Packard President and Chief Executive Officer **John A. Young** has been actively involved in The Business Roundtable's Education Initiative. Young and other business leaders have been working with Colorado Governor **Roy Romer** to develop a state action plan. Hewlett-Packard has also played significant roles in statewide school improvement initiatives in Oregon, California, and Idaho.

Internally, Hewlett-Packard has undertaken a major reshaping of its corporate approach to improving American K–12 education.

The company for years had been supporting a variety of education programs. Though it had kept track of its cash and equipment contributions, it lacked data on the time and effort that its employees were contributing, and it had no clear picture of the impact of its educational support in terms of outcomes.

In late 1989 the company created a new position, educational relations manager, and assigned **Bess M. Stephens**, a human resources professional and one-time science teacher, to build a coherent K–12 support program. Young said he wanted the company's efforts to have impact, and be feasible and leverageable.

After reviewing Hewlett-Packard's existing activities, the new manager convened an Education Advisory Management Council to recommend new policies and programs to top management. A steering committee was put to work developing a plan for the company to strengthen K–12 education in science and math.

The committee met weekly for more than 10 months, using the company's 10-step business planning process. It consulted with education experts,

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Sven Martson

Three Hewlett-Packard divisions in Sunnyvale, California (Silicon Valley) won the BEST of B.E.S.T. (Business, Education and Students Together) Award for inspiring Fremont High students in business, math and science. Bess Stephens, HP's K–12 Education Program Manager, discusses the success of the partnership with Harry Bettencourt, principal of the school.

school administrators, and teachers—even seeking ideas from students. It learned from employees that they wanted guidance from the company on its policies and priorities; well-defined programs; resources for such programs; and, finally, management support and recognition.

The committee also reviewed the education support activities of four other corporations in the Bay Area—including IBM's.

The resulting company plan, submitted in August 1991 and accepted by Young and his staff with few changes, stated as its mission: "Improve the quality of K–12 education in locations that HP targets, focusing on science and math."

These were to be its goals: by the year 2000, in locations that Hewlett-Packard targeted, (1) science and math test scores would significantly improve, (2) the number of females and minorities studying and teaching science and math would increase, and (3) all children would start school ready to learn.

The plan also laid out support strategies for attaining each of these goals, a set of criteria for evaluating programs, and a matrix of program models and concepts.

The new approach called for (1) direct support for local company operations to help them improve education in their communities, rather than reliance as before on support of major national programs; (2) an "open systems

HEWLETT PACKARD

approach" stressing collaboration with other companies and foundations on synergistic programs, rather than solo work; (3) support of better services for families and children, to bolster children's readiness to learn science and math; and (4) making only long-term commitments.

Hewlett-Packard has since published *Changing America's Future Today: A New Perspective for K–12 Education*, a booklet that presents the company's policy and describes its programs to improve K–12 education. In the foreword, CEO Young tells employees, "I hope you can each participate in some way toward the goal of improving education. Working together, we can make a difference."

One ambitious project described in the booklet is a three-year, million-dollar initiative in collaboration with the National Sciences Resources Center. Its objective is to implement a new "hands-on" science curriculum designed to make science exciting for youngsters in grades K–6. The project includes assigning a Hewlett-Packard scientist to work with implementation teams in nine school districts where the company has sites.

The company reinforced its education commitment in a May 20, 1992 symposium at its Palo Alto headquarters that drew some 200 HP managers and employees. Entitled "HP and K–12 Education: Investing in the Future," the all-day program featured guest speakers as well as Hewlett-Packard presenters.

The symposium's purpose was to bring HP employees up to speed on issues in science and math education and give them a better understanding of the company's education goals and objectives. The gathering also gave employees an opportunity for networking and learning more about education projects under way at various HP sites and facilities.

The company will encourage all its sites to organize local or regional seminars in 1993 for HP volunteers to share information about effective practices in carrying out the company's education initiatives. A headquarters symposium would again be scheduled in 1994 as a biennial event.

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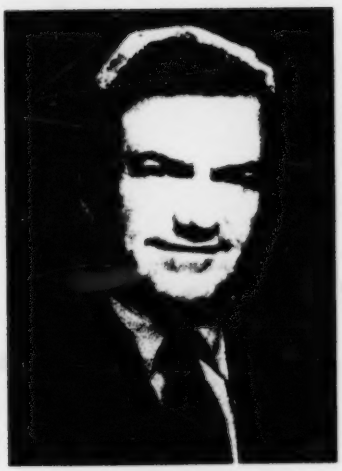
Eastman Kodak Company



Kay R. Whitmore,
Chairman, President & CEO

EASTMAN KODAK COMPANY, based in Rochester, N.Y. with a workforce there of 40,000 (worldwide it's 133,000), launched its "Kodak 21st Century Learning Challenge" in 1990 as a 10-year commitment to improve education in Rochester and other communities where it has major facilities.

Kodak sees education as a business issue, and has taken the approach that improving it requires a business plan. It has used what it calls its "QEP" ("Quality Education Process") to develop its 10-year plan, which has four goals and five general success indicators with quantitative, qualitative, and behavioral components.

Its commitment has been spearheaded by **Kay R. Whitmore**, its chairman, president, and chief executive officer. Whitmore has played state and national leadership roles for business involvement in education, and been deeply involved for years in efforts of Rochester's community leaders to reverse a decline in that city's schools.

Whitmore worked with the local Urban League, the Center for Educational Development, and other business leaders in developing a "Call to Action" in 1986, and helped create and support the Rochester Brainpower program to coordinate business involvement with city schools. Kodak loaned an executive and contributed $400,000 to get Brainpower moving.

Kodak then formed its own Education Task Force, including educators as well as corporate executives, to develop what became its "Learning Challenge" program. A major goal is giving students at all levels, pre-school through high school, an appreciation of the roles that math and science play in the "real world" through interaction with Kodak scientists, engineers, and technicians. In Rochester, where initial efforts have been focused, nearly 1,500 Kodak employees have been working as team teachers, mentors, and role models with more than 5,000 students—both in classrooms and in Kodak's own facilities. For example:

- The Kodak for Scientific Awareness program brings groups of students into Kodak Park, the company's manufacturing center, to view technology at work in producing, for example, photographic film. They spend the day visiting scientists and technicians in their labs, "shadowing" them, and engaging in

Kodak formed its own Education Task Force, including educators as well as corporate executives, to develop what became its "Learning Challenge" program. A major goal is giving students at all levels, pre-school through high school, an appreciation of the roles that math and science play in the "real world" through interaction with Kodak scientists, engineers, and technicians.

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hands-on scientific projects—which includes the chance to try computer graphics and electronic imaging equipment.

• Kodak scientists visit classrooms weekly, leading children through experiments that introduce them to the "fun" of science. The scientists explain how they apply in their present jobs what they learned years before when they were students.

• In Kodak's Summer Science Work-Study Institute, teachers take college-credit classes three mornings a week during July, then shadow a Kodak employee during the rest of the week. The teachers gain a fresh understanding of how what they teach their students in the classroom gets applied in the real world.

• Kodak has also been working with the Rochester educators to develop a pre-school curriculum for early childhood centers that will combine the excitement of discovery with learning to prepare toddlers to be more effective learners when they're older.

All Kodak employees who volunteer for classroom activities receive a special orientation on school culture and environment, cultural diversity, and the stages of child development— as well as training in teaching techniques. They learn to understand students' use of language, clothing styles, and world views.

Underlying these activities are several strategic guidelines:

• The corporation intends to focus its efforts in communities where it has a strong presence—not just for community relations value, but because it wants to assure that its activities are effective and have the greatest possible impact.

• The company is focusing its activities on reaching *all* students, not just those who are gifted or disadvantaged.

• Its activities focus on *all* players: not just students but teachers, principals, and other school administrators —and Kodak employees as volunteers and as parents.

• Kodak is also focusing on initiating projects that can be easily replicated among other schools in its site communities as well as in school districts elsewhere.

• It also stresses that its commitments are to be long-term and sustained, and provides staff and supervision of activities to reinforce this.

Eastman Kodak is applying a strong management discipline to organizing, implementing, and evaluating "Learning Challenge" initiatives. It has employed what it calls its "QEP" (Quality Education Process), which defines students as customers. In its efforts to expand school partnerships, it has been designing a "Partnership Development Process" modeled on 12 steps suggested by the **National Association of Partners in Education (NAPE)**. And it has devised management-team structures for company-wide and site-specific initiatives that include a Program Management Advisory Board, Site Program Councils, and Site Program Managers.

To reinforce its "Learning Challenge" program, Kodak in March 1992 launched a newsletter called *Star Chronicles* that describes individual projects, profiles employee volunteers, and has a page displaying essays and drawings by children participating in field trips and other "Challenge" activities.

From top: Mutiu Fagbayi, manager of the Kodak 21st Century Learning Challenge, explains professional uses of math and science to students; Dotty Luebke is director of Kodak's education initiatives; Kodak technician Debbie Dawson introduces students to science.

The Coopers & Lybrand inventors made their program elastic, based on the various players' input. The model allows teams of students to operate as many as 10 holding companies, each company with three subsidiaries. The teams input their decisions into the computer

model, which runs their numbers and prints out the results. The team with the highest consolidated retained earnings

in their holding company after four periods is declared the winner.

Coopers & Lybrand

Eugene M. Freedman, *Chairman*

COOPERS & LYBRAND, one of the "Big Six" accounting firms but relatively mid-sized in the corporate world with more than 17,000 U.S. employees, has promoted involvement in its "Supporting Youth Education" initiative since 1988 to partners and staff in its 100 offices throughout the country.

Coopers & Lybrand has focused on secondary-level education, especially the 7th, 8th, and 9th grades. It has encouraged the support of programs to (1) improve education quality, especially science, math, and English, and (2) convince students to stay in school and complete their educations so they can have productive lives.

The firm did a survey in the spring of 1992 that showed its employees were involved in close to 300 programs. More than 3,000 firm employees—nearly one in five of the total workforce—were contributing an estimated 60,000 hours of service a year, at an average of 20 hours per employee.

While local offices are responsible for local school involvements, what characterizes Coopers & Lybrand's commitment is the high degree of over-all headquarters support. Examples:

- Staff incentives: The firm counts as work time the hours that employees spend on youth education projects selected by the local managing partners. Regular work-day hours are treated as regular time, overtime hours as overtime. The firm reimburses some of its employees' out-of-pocket expenses: transportation, certain meals, and relevant reading matter.
- The firm distributes a package of materials including a handsome three-ring binder to program coordinators in local offices. The binder contains an introductory description stressing quality control, as well as general and specific guidelines (down to specifics for accounting for employees' volunteer activities).

The firm's general guidelines stress supporting schools or other organizations with programs and projects that (1) encourage students to stay in school, (2) improve quality of secondary education especially in basic subjects, (3) focus on efforts that help students rather than just affect admini-

Sven Martson

strative costs, (4) include mentoring rather than just tutoring, and (5) stand to benefit from the expertise of Coopers & Lybrand representatives while providing opportunities for the firm to gain community visibility.

The binder also contains specific guidelines for preparing time and expense reports, for using or adapting a speech outline and slides, and for printing promotional brochure inserts—even guidance on type faces and sizes for customizing insert sheets.

With the binder, Coopers & Lybrand sends out:

- The promotional brochure with insert sheets that can be customized;
- Two videos that can be used with presentations;
- A poster;
- A folder for partners interested in making speeches on education that includes (1) a list of "tips" covering everything from selecting an audience and getting invited to address it to arranging for media coverage, (2) a sample speech text, and (3) a set of slides to accompany the speech.

Coopers & Lybrand's national office disseminates a stream of materials to local offices including examples of media coverage and updates on what individual offices are doing around the country in "Supporting Youth Education."

Coopers &Lybrand

An image of two children staring at a shooting star crossing the night sky provides a common visual identity for all these materials.

Coopers & Lybrand also publishes a "Supporting Youth Education" program directory that lists and describes more than 280 programs in which Coopers & Lybrand employees are taking part around the country. Each description identifies a local office contact, and the directory is thoroughly indexed.

The directory list is impressive. Programs include numerous examples of tutoring, mentoring, college and career counseling, providing internships and summer jobs, serving on local school boards and advisory committees and as guest speakers and teaching aides, and helping teachers hone their communications skills.

Coopers & Lybrand employees developed a computer-based business game to show high school students how business managers make complex, difficult decisions in atmospheres of uncertainty.

Unlike other business simulation models they knew about, the Coopers & Lybrand inventors made their program elastic, based on the various players' input. The model allows teams of students to operate as many as 10 holding companies, each company with three subsidiaries. The teams input their decisions into the computer model, which runs their numbers and prints out the results. The team with the highest consolidated retained earnings in their holding company after four periods is declared the winner.

Among other innovations, Coopers & Lybrand developed a "team concept" for mentoring in its program for students at Benjamin Franklin High School in Philadelphia. Because many of its own employees traveled extensively in their work, the Coopers office first paired two employees with each student so that at least one would likely be available for scheduled activities.

Later, the program coordinators formed student mentees into same-sex teams of four, each with common interests that the pairs of volunteer mentors also shared. This helped build team spirit. Mentors also developed discussion topics for their biweekly 90-minute meetings with the student teams: self-esteem was one topic, leadership and responsibility another.

Recently Coopers & Lybrand sponsored a Conference Board study on mentoring programs and their impact on education entitled, *Corporate Mentoring in U.S. Schools: The Outstretched Hand.*

Fannie Mae

James A. Johnson,
Chairman & CEO

FANNIE MAE (THE FEDERAL NATIONAL MORTGAGE ASSOCIATION) is the nation's sixth largest corporation in assets ($100 billion-plus), but has only about 1,500 employees in its Washington main office and a national total of 2,500.

While its involvement in education is limited in scope, it represents a deep commitment in terms of employee participation.

Fannie Mae became involved in October 1988 when it launched an Incentive Scholarship Program in Washington with H.D. Woodson Senior High School that involves a strong, effective mentoring component. Woodson, in northeast Washington, enrolls some 1,250 inner-city students, many of them from low-income, single-parent households.

Whenever a Woodson student earns all As and Bs in a given semester, Fannie Mae's Foundation earmarks $500 in future college scholarship aid—from its 10-year total commitment of $1 million. Equally if not more important, the student is formally inducted into membership in the Futures 500 Club and paired with a Fannie Mae employee volunteer who becomes his or her mentor. Members of the Club get to wear special lapel pins and T-shirts.

The program has grown from 33 students in the beginning to a cumulative total of 280 in 1992. Nearly 200 Fannie Mae employees from all levels of the company provide friendship, guidance and enriching experiences to Futures 500 Club members. Mentors offer career guidance and help with the college application process. Fannie Mae sponsors educational and cultural support activities including visits to museums, attendance at performing arts events, tours of colleges from New York to Florida, and SAT Prep courses.

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FannieMae

During the summer, Fannie Mae sponsors paid internships for as many as 25 Futures 500 Club high school and college students. The internships combine daily work experience with classes on writing, career development, and goal setting.

Fannie Mae mentors devote 10 to 20 hours a month interacting with their proteges in person and by phone. Mentors are eligible for up to 10 hours of paid special leave per month to spend with the students. In addition, many mentors commit countless hours of their own time to doing everything from playing basketball on Saturday mornings to helping students with college applications. They invite students to their homes, give them tours of Fannie Mae's facilities, and take them to visit local businesses.

A Fannie Mae program manager staffs the program in tandem with a teacher/counselor at Woodson. They not only work with Futures 500 Club members, but counsel and support other students with potential to become members.

Fannie Mae and Woodson agreed at the outset that the program should seek to increase:

- The number of students earning high enough grades to qualify;
- The number of Woodson graduates who enter college;
- The number, variety, and stature of colleges accepting Futures 500 students;
- The amount and number of scholarships from other sources awarded to Futures 500 students; and
- The number of Woodson graduates completing post-secondary education.

As of March 1992, a total of 150 Futures 500 graduates from Woodson were enrolled in a total of 51 colleges.

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In Conclusion: The Effective Corporate Commitment

As the model, examples, and case studies show, the components of corporate commitment include (1) commitment of top leadership, (2) corporate policies and strategies that mobilize human resources at all levels, (3) creation of an internal environment that facilitates employee involvements, and (4) investments in systemic change that leverage direct assistance to schools with employee volunteer involvement and staff training.

The many companies and projects included in this publication have been identified through surveying 140 prominent U.S. corporations, and reviewing recent reports. They illustrate various particular components of the corporate commitment model. Some also demonstrate what corporate-wide commitment can mean.

This publication might have included countless other examples of corporate educational involvements. Many are doubtless having positive impacts on quality and effectiveness in our schools, and their omission implies no lack of appreciation or respect.

The purpose of this publication is to share just some of the many exciting activities that companies are already undertaking in order to stimulate others to consider how they might initiate or intensify their own commitments.

The Business Roundtable will remain keenly interested in how corporations are building their commitments and in the outcomes they are achieving. It hopes to serve as a dynamic resource and as a repository for information on promising practices. Thus it will welcome information that companies provide about their own contributions toward attaining an effective educational system.

Bob Bennett, director of Satellite Operations for GTE Spacenet, conducts a tour of the company's control center in the Washington, DC area for a group of GIFT (Growth Initiatives for Teachers) teachers. GTE Spacenet is a world leader in satellite-based telecommunications.

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Organizations and Firms Providing Programs, Services, or Information

Here are some of the organizations and firms that can provide you with helpful information, programs, or services.

American Association of School Administrators
Gary Marx
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FX: (703) 841-1543
Members include chief school executives, school district administrators, and teachers of school administration. AASA conducts research on administrative issues, and produces publications on such subjects as partnerships, parenting, and school leadership skills.

American Electronics Association
Cheryl Fields Tyler
Director, Workforce Excellence
5201 Great America Parkway
P.O. Box 54990
Santa Clara, CA 95056-0990
PH: (408) 987-4267
FX: (408) 970-8565
Some 3,400 technology firms are members. AEA's "Get Together for Kids" program promotes paid leave time for employee parents to attend school parent-teacher conferences. AEA publishes "how to" materials for effective parenting.

The Business Roundtable
Michael Jackson
Director, Governmental Programs, TRW, Inc.
(703) 276-5010
Christopher Cross
Executive Director—Education Initiative
1615 L Street NW, Suite 1350
Washington, DC 20036
PH: (202) 872-1260
FX: (202) 466-3509
The Business Roundtable is an association of chief executive officers of more than 200 leading companies in many fields. They examine public issues that affect the economy, and develop positions that seek to reflect sound economic and social principles. Task forces covering 12 issue areas direct research, supervise position papers, and make policy recommendations for approval by the Roundtable Policy Committee and dissemination to members, government officials, news media, and others interested in public policy issues.

Cities in Schools, Inc.
William E. Milliken
President
401 Wythe Street, Suite 200
Alexandria, VA 22314-1963
PH: (703) 519-8999
FX: (703) 519-7213
CIS mobilizes communities and community resources to create nonprofit dropout prevention programs. Its national organization provides start-up models, training, support, and technical assistance.

The Conference Board
Leonard Lund
Program Director, Business/Education Research
845 Third Avenue
New York, NY 10022-6601
PH: (212) 339-0372
FX: (212) 980-7014
The Conference Board is a leading global business membership organization enabling senior executives to explore and exchange ideas affecting business policy and practices. It provides a variety of forums and a professionally managed research program that identifies and reports objectively on key areas of changing management concern, opportunity, and action.

Council for Aid to Education
Diana Rigden
Director of Precollege Programs
51 Madison Avenue, Suite 2200
New York, NY 10010
PH: (212) 689-2400
FX: (212) 779-0485
CFAE, through its publications, seminars, research, and consultations, serves as a resource for companies and private foundations interested in helping to improve the quality of American education.

Educational Publishing Group, Inc.
Jonathan Carlson
President and Publisher
376 Boylston Street
Boston, MA 02116
PH: (617) 424-6500
(800) 927-6006
FX: (617) 424-9684
EPG publishes *Education Today*, a newsletter distributed through corporations to help employees become better informed and more effective parents of school children. It also provides consulting services.

The Home and School Institute, Inc.
Dorothy Rich
President
1201 16th Street NW
Washington, DC 20036
PH: (202) 466-3633
FX: (202) 833-1400
The institute has developed numerous programs on the family's role in education. Its MegaSkills Workshop Program helps parents teach their children skills and attitudes that lead to learning and achieving in school and on the job.

National Alliance of Business Center for Excellence in Education
Patricia Mitchell
Vice President and Executive Director
1201 New York Avenue NW
Washington, DC 20005
PH: (202) 289-2962
FX: (202) 289-1303
The Alliance through its Center for Excellence in Education promotes collaboration among business leaders, government officials, and educators in restructuring the nation's edu-

cation system. Major activities are helping business share its management expertise with education, bringing business and education together to develop standards and assessments reflecting world-class skills, involving employers in developing and sustaining a school-to-work transition system, and leveraging systemic change in federal and state policies, funding, and programs to support community and local school change.

National Association of Partners in Education
Daniel Merenda
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209 Madison Avenue,
Suite 401
Alexandria, VA 22314
PH: (703) 836-4880
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NAPE promotes and supports the formation and growth of school partnerships and voluntarism. It conducts surveys, develops models and standards, runs training programs, and produces publications and videos.

National Committee for Citizens in Education
Bruce Astrein
Executive Director
900 2nd Street NE, Suite 8
Washington, DC 20002-3557
PH: (202) 408-0447, or
1 (800) NETWORK
1 (800) LEAYUD
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NCCE promotes participation of parents and other citizens in public education. It runs two 800-number "Helplines" (one of them bilingual) and publishes a variety of books, booklets, brochures, and other materials. It wants to serve corporate employees and has launched a corporate membership category.

Work/Family Directions, Inc.
Fran Sussner Rodgers
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Work/Family Directions manages dependent care programs for major corporations, including referral services and publications. It provides training on work/family issues, and research and counsel for senior management on work force issues and trends.

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